

Mississippi Department of Rehabilitation Services

Attention: Lee Shirley, Director of Contracts

1281 Highway 51 North

Madison, Mississippi 39110

Request for Qualifications for Comprehensive Training Events for MDRS Clients

(Pre-ETS Services)

RFQ No. 3120003211

Opening Date: 10:30 AM CST, Friday, October 17, 2025

SEALED STATEMENT OF QUALIFICATIONS PACKAGE – DO NOT OPEN

ATTACHMENT A Proposal Cover Sheet

The Mississippi Department of Rehabilitation Services is seeking qualifications from qualified contractors to provide Pre-Employment Transition Services for MDRS clients.

Qualifications are to be submitted as listed below, on or before **10:30 AM CST, Friday, October 17, 2025**.

PLEASE MARK YOUR ENVELOPE:

Mississippi Department of Rehabilitation Services
Attention: Lee Shirley, Director of Contracts
1281 Highway 51 North
Madison, Mississippi 39110
Request for Qualifications for Pre-Employment Transition Services
No. 3120003211
Opening Date: 10:30 AM CST, Friday, October 17, 2025 SEALED
PROPOSAL PACKAGE – DO NOT OPEN

Company Name: Goodwill Industries of South Mississippi, Inc.

Address: 1955 Pass Road

City/State/Zip: Biloxi, MS 39531

Telephone: (228) 863-2323 ext. 27

Fax Number: N/A

E-Mail Address: vburton@goodwillsms.org

Printed Name of Authorized Signer: Vicki Burton

Signature and Date:  10.09.25


ATTACHMENT B

Authorization and Acknowledgements

By signing below, the Company Representative certifies that he/she has authority to bind the company, and further acknowledges on behalf of the company:

1. That he/she has thoroughly read and understands this Request for Qualifications, RFQ 3120003211 and the attachments herein;
2. That the company meets all requirements and acknowledges all certifications contained in this Request for Qualifications, RFQ 3120003211, and the attachments herein;
3. That the company agrees to all provisions of this Request for Qualifications, RFQ 3120003211, and the attachments herein;
4. That the company can and will meet all required laws, regulations, and/or procedures related to confidentiality and represents that its workers are licensed, certified, and possess the requisite credentials to perform the transition services; and
5. That the company has, or will secure, at its own expense, applicable personnel who shall be qualified to perform the duties required to be performed under this Request for Qualifications.
6. That the company understands that should an amendment to this RFQ be issued, it will be posted on the MDRS website (www.mdrs.ms.gov) in a manner that all proposers will be able to view. Proposers shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the proposal, by identifying the amendment number and date in the space provided for this purpose on this form. The acknowledgment must be received by MDRS by the time and at the place specified for receipt of proposal. It is the company's sole responsibility to monitor the website for amendments to the RFQ.

Company Name: Goodwill Industries of South Mississippi, Inc.

Signature and Date:  10.09.25

Name and Title: Vicki Burton, President/CEO

ATTACHMENT C

Certifications and Assurances

I/We make the following certifications and assurances as a required element of the offer to which it is attached, of the understanding that the truthfulness of the facts affirmed here and the continued compliance with these requirements are conditions precedent to the award or continuation of the related contract(s) by circling the applicable word or words in each paragraph below:

1. Representation Regarding Contingent Fees.

Contractor represents that it [**HAS** or **HAS NOT**] retained a person to solicit or secure a state contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's proposal.

2. Representation Regarding Gratuities.

The Respondent or Contractor represents that it [**HAS** or **HAS NOT**] violated, is not violating, and promises that it will not violate the prohibition against gratuities set forth in Section 6-204 (Gratuities) of the Mississippi Public Procurement Review Board Office of Personal service Contract Review Rules and Regulations.

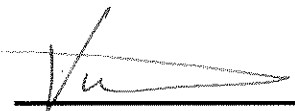
3. Certification of Independent Price Determination.

The Respondent certifies that the prices submitted in response to the solicitation [**HAVE** or **HAVE NOT**] been arrived at independently and without, for the purpose of restricting competition, any consultation, communication, or agreement with any other respondent or competitor relating to those prices, the intention to submit a proposal, or the methods or factors used to calculate price.

4. Prospective Contractor's Representation Regarding Contingent Fees.

The Prospective Contractor represents as a part of such Contractor's proposal that such Contractor [**HAS** or **HAS NOT**] retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract.

Company Name: Goodwill Industries of South Mississippi, Inc.

Signature and Date:  10.09.25

Name and Title: Vicki Burton, President/CEO

Note: Please be sure to circle the applicable word or words provided above. Failure to circle the applicable word or words and/or to sign the proposal form may result in the proposal being rejected as nonresponsive. Modifications or additions to any portion of this proposal document may be cause for rejection of the proposal.

ATTACHMENT D
Company Questionnaire

If additional space is needed, please attach supplemental pages as necessary to completely answer all questions.

1. Corporate Experience and Capacity

— Provide the age of your business. ☐ **51 Years**

— Describe the experience of the firm in providing the service, give number of years that the service has been delivered, and provide a statement on the extent of any corporate expansion required to handle the service. ☐

Goodwill Industries of South Mississippi, Inc. has been providing vocational evaluation and training to individuals with disabilities through the Mississippi Department of Rehabilitation Services (MDRS) for 51 consecutive years. Since its inception in 1974, Goodwill Industries of South Mississippi, Inc. has been committed to providing this service in partnership with the Mississippi Department of Rehabilitation Services. What started as a service in one location has now expanded to twelve locations across the Goodwill Industries of South Mississippi territory.

In addition to providing workforce training to individuals with disabilities, Goodwill of South Mississippi also has a history of providing workforce training to individuals impacted by the criminal justice system, individuals receiving SNAP and TANF benefits, the unhoused participating in comprehensive programs, students preparing to enter college and students currently enrolled in college classes. These services include, but are not limited to, Hands-On Training, Digital Skills Training, Virtual Reality Career Exploration & Training, Resume Writing, and Job Placement Assistance.

In 2024, Goodwill Industries of South Mississippi, Inc. began the process of expanding their workforce development services. This expansion was made possible by a grant from Goodwill Industries International, which allowed the organization to provide Digital Skills Training and Virtual Reality Career Exploration and Training. These training opportunities are provided to individuals with barriers to employment as listed above.

Goodwill Industries of South Mississippi, Inc. will not require any corporate expansion to handle this new service, as staff is in place, and additional staff will be hired as the program expands.

Company Name: Goodwill Industries of South Mississippi, Inc.

ATTACHMENT D
Company Questionnaire (Page 2 of 3)

If additional space is needed, please attach supplemental pages as necessary to completely answer

2. Service Location

- If services are to be provided at a site other than firm's principal place of business (the address given in Attachment A), please specify the place of performance. □

Goodwill of South Mississippi has 12 stores where services will be provided. We will also coordinate with the Mississippi Department of Rehabilitation Services and the school districts to provide services wherever is most beneficial for the students. This may include schools and/or independent sites as approved.

3. Personnel

- Attach resumes' of all those who will be involved in the delivery of service (from principals to field technicians) that include their experience in this area of service delivery as well as a list of all principals, parent organizations, and subsidiaries. Additionally, please provide copies of all applicable permits, professional certifications and/or licenses from the applicable certifying authority, and a list of all principals. A principal of an offeror is defined as a person or entity who has a 5% or greater ownership interest in the offeror and all individuals in senior-level management positions, regardless of whether those individuals have an ownership interest in the offeror □

Principal Officers:

Vicki Burton, President/CEO

Paige Derouen, Chief Operating Officer

Dee Enroth, Vice President of Contracts & Facilities

Laura Cirone, Director of Human Resources

Jeannine Johnston, Director of Vocational Programs & Fund Development

Le Anna Saucier, Director of Nonvocational Programs

Direct services will be directed and provided by:

Jeannine Johnston, Director of Vocational Programs & Fund Development

LeAnna Saucier, Director of Nonvocational Programs

Crystal Brown, Senior Program Manager

Kevin Bishop, Program Manager

Kailey Garland, Program Manager

See Attached Resumes

Company Name: Goodwill Industries of South Mississippi, Inc.

ATTACHMENT D
Company Questionnaire (Page 3 of 3)

If additional space is needed, please attach supplemental pages as necessary to completely answer

4. References

- Give at least three (3) references for contracts of similar size and scope, including at least two (2) references for current contracts or those awarded during the past three (3) years. Include the name of the organization, the length of the contract, a brief summary of the work, and the name and telephone number of a responsible contact person.□

Mississippi Department of Rehabilitation Services, Office of Vocational Rehabilitation

Start Date - 1974 continuing through current date

Summary of Work - Provide vocational evaluation and training to individuals with disabilities serving numerous participants as funds are available

Contact person – DeAunna Ruzicka @ (228) 575-3789

Mississippi Gulf Coast Community College

Start Date – 2022 continuing through current date

Summary of Work – Operate a Career Center providing career exploration, resume assistance, and placement assistance to students

Contact person – Dr. Tammy Franks @ (228) 497-7700

Magdalene House

Start Date – 2023

Summary of Work – Partner to provide training for individuals impacted by the criminal justice system

Contact person – Diane Bennett @ (228) 586-3510

Company Name: Goodwill Industries of South Mississippi, Inc

VICKI D. BURTON

106 Northwind Drive. Brandon, MS 39047. 601-540-4714. vburton@goodwillsms.org

SKILLS

Growth Mindset | Collaborative Communication | Budgeting | Succession Planning | Leading by Example
Ethical Decision Making | Approachable | Transparent | Decisive | Innovative | Fearless

WORK HISTORY

June 2024 – Present

President/CEO

Goodwill Industries of South Mississippi

- Oversee all operations of a nonprofit focused on assisting individuals with barriers to employment receive workforce training

July 2019 – June 2024

Vice President of Workforce Development

Goodwill Industries of Mississippi

- Increased Workforce Development staff by 467%
- Increased number of people served by 544%
- Generate and submit all Workforce Development budget proposals
- Create and oversee budgets for all Workforce Development grants
- Facilitate, coordinate, and oversee Workforce Development and Training Programs, including Vocational Rehabilitation
- Created Customer Service Employment Academy with a National Certification
- Awarded Governor's discretionary funds to carry out the Digital Skills Program
- Acquired virtual reality pilot grant from Goodwill Industries International, the first in the state of MS
- Developed and acquired funding for Virtual Reality Career Exploration pilot
- Expanded Workforce Development across territory
- Created multiple partnerships with private, state, and non-profit organizations

June 2016 – June 2019

Deputy Director Office of Business Development/

State Workforce Development Liaison

Mississippi Department of Rehabilitation Services

- Managed 14 direct reports touching thousands of businesses in the state of Mississippi
- Developed relationships with private businesses and persuaded them to work with Vocational Rehabilitation by hiring individuals with disabilities, providing work-based learning opportunities, and internships for VR clients

- Provided training for private businesses working with VR on disability etiquette, ADA accommodations, etc.
- Solicited school districts in MS to work with Vocational Rehabilitation to provide transition services to students with disabilities through contracts with MDRS
- Assisted Director with all supervision of staff and duties pertaining to the Office of Business Development statewide
- Served as MDRS Representative/Liaison to four (4) Workforce Areas and MS State Workforce Investment Board (SWIB)

Nov. 2011 – June 2016

Regional Manager

Mississippi Department of Rehabilitation Services

- Developed annual succession plan for staff for business continuity
- Directly supervised 11 managers overseeing the vocational rehabilitation and community rehabilitation program activities at 19 locations across central Mississippi with 240 employees and clients to promote team driven provision of services at MDRS
- Provided administrative leadership to all phases of VR programs within the state in coordination with state office administration
- Ensured coordination of activities with other regional areas and other programmatic divisions of the agency
- Executed budget creation, recommendation, request, approval, and subsequent expenditures
- Maintained effective public relations with other state agencies and the public
- Recommended personnel for hire and termination as needed
- Served as liaison to human resources department while ensuring staff follow agency policies and procedures
- Maintained CARF accreditation at nine community rehabilitation program locations in the region

Aug. 2007 – Nov. 2011

District Manager

Mississippi Department of Rehabilitation Services

- Supervised 22 direct reports providing services to approximately 1,400 clients at any given time
- Provided administrative leadership to all staff and the Vocational Rehabilitation program within the district
- Facilitated total operations of four locations
- Recommended personnel for hire and termination as needed
- Trained new staff when hired
- Directed fiscal accounting and budgeting activities for the district
- Maintained effective public relations with other state agencies and the public, including interpretation and advocacy of agency policy

- Planned, directed, and coordinated the activities of counselors, counselor assistants, and support staff in a large central MS district
- Formulated and interpreted policies, rules, and regulations as necessary
- Aided in coordination of services among nine other districts in the state and with other human service agencies/non-profits in Mississippi

Jan. 2002 – Aug. 2007

Facility Manager

Mississippi Department of Rehabilitation Services

- Managed 15 direct reports training 115 clients and overseeing 20 contracts simultaneously for various businesses in the state of Mississippi
- Exercised full authority in administering the operations of a community rehabilitation facility, specializing in vocational evaluation and work adjustment training for individuals with disabilities
- Planned, directed, and coordinated both the rehabilitation activities and the running of a business through managers and subordinate personnel to provide an environment where clients could be trained and ultimately return to the workforce
- Facilitated total operations of six locations through staff consisting of 75% of individuals with disabilities, including multiple AbilityOne contracts
- Maintained full CARF accreditation during tenure
- Interpreted, formulated, recommended, and/or implemented policies, rules, and regulations as necessary
- Offered/sold Ability Works' services to private businesses to provide contract work in the facility for the training program
- Encouraged Vocational Rehabilitation counselors to refer clients to facility to receive services.
- Directed fiscal accounting, budgeting, and payroll activities
- Responsible for leading Jackson facility from number 17 (out of 17) to number one in terms of Clients served, profitability percentage, and contract work generated during tenure as manager
- Turned a 10-year operating deficit into revenue generation in a two-year period with a yearly profit increase for the next three years

EDUCATION

Auburn University

Auburn, AL

M. Ed. Rehab Counseling

MS. University for Women

Columbus, MS

Jackson State University

Jackson, MS

B.S. Physical Education

Holmes Community College

Goodman, MS

A.A. Physical Education

University of Southern MS

Hattiesburg, MS

LEADERSHIP TRAINING AND AFFILIATIONS

- Georgia State University Leadership Program
- MDRS LEADERS Succession Planning Initiative 2004-2005
- State Executive Development Institute 2009
- Rehabilitation Association of Mississippi President 2011/20-year member
- Southeastern Region of National Rehabilitation Association Vice- President 2011
- Governmental Affairs Summit 2010-2011
- Mississippi State Personnel Board Basic Supervisory Training
- South Central MS Works Workforce Development Board 2011-2016
- Southeastern Employment & Training Association
- Goodwill Industries International Executive Development Program – 2023 Graduate

PAIGE DEROUEN

Biloxi, MS 39532 ♦ 228.861.1764 ♦ pderouen1124@gmail.com

PEOPLE & CULTURE EXECUTIVE

Transforming lives through the power of work

PROFESSIONAL SUMMARY

Innovative and inspirational senior-level executive offering years of extensive non-profit supervisory experience and exemplary leadership skills that inspire and guide team members towards a shared vision. Strategically positions companies to achieve optimal performance by investing in human capital and providing guidance to the senior leadership team. Sets clear objectives, promotes accountability, and leads change management initiatives in a culture that values performance improvement and places people at the forefront of its priorities.

CAREER MILESTONES

- ❖ Senior adviser to CEO on strategic matters encompassing all aspects of human resources, communications, financial budget, and operations.
- ❖ Lead successful implementation of a Total Compensation initiative, bringing GISM employees closer to a livable wage through hourly wage increases, decreasing employee healthcare premium costs, and increasing 403B retirement plan employer contributions.
- ❖ Served as a key community leader and Mission Services Leader facilitating strategic community partnerships resulting in a record 5,000 individuals receiving workforce development services from Goodwill Industries of South Mississippi (GISM).
- ❖ Restructured GISM's internal career development process including coordinating and conducting management training for employee calibration based on performance results, completing Individual Development Plans (IDPs) for every GISM employee, and implementing a new Leadership Development Program resulting in 7 internal promotions & 20 team members pursuing higher education.

PROFESSIONAL EXPERIENCE

Chief Operating Officer

01/2022-Current

Goodwill Industries of South Mississippi - Gulfport, MS

An Executive Leader of six cross-functional teams, who has designed and implemented strategic programs that have enhanced employee engagement, organizational alignment, leadership growth, donor satisfaction, financial results, and operational excellence.

- **HR Organization Leadership:** Leading efforts as the Senior HR executive in staffing, recruitment, benefits, executive compensation, training, leadership development, succession planning, HRIS, and regulatory compliance for an employee population of 300. Heavy emphasis on leading GISM through rapid HR change and transformation programs.
- **Mission Services:** Enhanced service delivery by conducting a comprehensive community needs assessment to proactively identify the social and emotional needs of program participants. Implemented clear measures, outcomes, and expectations to ensure personnel have a clear understanding of and can effectively meet service objectives. Ensured team adherence to established procedures and protocols that are crucial for the smooth execution of various workforce development services. Implemented effective strategies to address practical challenges encountered by team members, developing solutions to financial concerns, and ensured seamless transitions. Established the formation of 5 new community partnerships in 2023.
- **Organization Transformation:** Instrumental in developing the 3-year strategic

plan, spearheading efforts to enhance goals and metrics for company-wide operations.

- **Training and Development:** Restructured the training and development program through the development of a tracking system and completion benchmarks for significant training events, resulting in a 98% completion rate. Developed comprehensive process for new hires and reviewed new hire productivity, optimizing onboarding effectiveness.
- **Business Services & Contracts:** Successfully oversaw 3 federal contracts that generate a combined \$3.2 million per year and provide gainful employment to 50 individuals with disabilities. Served as the liaison to SourceAmerica, the governing entity of contract compliance, and has met all requirements including obtaining security clearances required by the federal government.
- **Donated Goods Retail:** Oversaw all aspects of DGR store operations, lead the DGR Regional Managers through strategic planning for the next three years, considering post-retail industry trends. Launched successful implementation of Centralized Processing in an effort to increase employee satisfaction and donation process efficiency. Analyzed sales and donation data from the last three years to strategically determine future operational needs for budget, labor, pricing, facilities management, and leadership structure.
- **Safety & Risk Management:** Successfully managed and supervised the HR, Learning, Development, and Risk Management programs to ensure the organization achieves its objectives in asset protection, accident prevention, and cost reduction. Analyzed and identified risk areas to determine compliance with applicable laws and regulations. This culture of safety has led to fewer Workers Compensation claims, resulting in the successful lowering of the organization's X-Mod scores for the last two consecutive years.
- **Financial:** Analyzed and reported on financial data to support business decisions. Monitored budget allocation and expenditures to enforce compliance with company policies.
- **CARF Certification:** Instrumental in the organization's receiving a 3-year CARF Certification in 2022, by leading, guiding, and bringing together a team of individuals from every department within the organization to achieve CARF's highest award.

Human Resources Director

05/2020 - 01/2022

Goodwill Industries of South Mississippi – Gulfport, MS

An advanced HR professional who supported organization performance through coaching, mentoring, and supporting organizational leadership. Consulted as the Subject Matter Expert on multiple leadership committees for recruiting, onboarding, retention, benefits, and federal and state compliance to improve organizational best practices. Managed full-cycle payroll processing of 300 regular employees and independent contractors. Developed payroll analytics to improve corporate strategy. Served as an employee champion and change agent.

- Oversaw daily operations of the Human Resources Department and ensured that the organization's Donated Good Retail and the Contracts Divisions operational and business critical support needs were met.
- Managed the complete life cycle of highly complex employee initiatives, including approval, planning, and execution to ensure planned results are achieved on time.
- Lead the Talent Acquisition Team in developing a strategic talent plan that ensures the organization has the talent needed to achieve its strategic goals using a combination of internal and external talent pipelines.
- Supported and oversaw DEI commitment and partnered with leaders to ensure the organizational culture continues to focus on an employee-centric approach that will help to increase engagement, retention, and employee satisfaction.
- Oversaw the organization's compliance program so that all Human Resources functions promote fairness and equity and meet all contractual, federal, and state requirements.
- Coached and mentored leadership in conflict management, employee relations, and progressive discipline.
- Administered the open enrollment process, regular enrollments including new hires and the granular aspects of benefits administration and compensation changes.

- Oversaw all aspects of the 403B retirement plan, including plan management, audits, and education.
-

Human Resources Director 06/2011 - 05/2020
Bienville Orthopedic Specialist – Biloxi, MS

Offered extensive expertise in Human Resources, specializing in various areas such as labor relations, strategic planning, leadership development, team performance evaluation, employee relations, compensation and benefits, succession planning, balanced scorecard implementation, logistics, performance management, project leadership, and situational design and management. Collaborated closely with all business units as a trusted strategic and tactical HR Director.

- Successfully coached and mentored employees to resolve issues to foster positive environments. Ability to communicate effectively with managers to guide and direct employee issues to find workable solutions.
 - Educated employees on how to utilize self-insured, high deductible, health care plan to lower cost for the employee and the company sponsored plan; developed and maintained a procedure to reconcile invoices, employee eligibility and enrollment. Conducted open enrollment annually and enrollment for new hires.
 - Developed and implemented interview format to use with all applicants to ensure the interview processes are fair and unbiased to effectively compare candidate skill set; managed a manual applicant tracking system in compliance with best practices. Recruited, interviewed and hired for all positions within the organization.
 - Assisted with annual salary surveys to ensure competitiveness in the local job market.
 - Managed and processed bi-weekly payroll for 300 salaried/hourly employees using ADP Workforce Now.
 - Completed all transactional HR tasks in the scope of Human Resources.
 - Successfully implemented clinical uniform policy and managed annual changes for 300 clinical staff positions.
 - Assisted the CEO and Senior Management team with the performance review process to ensure compliance with company policy, state, and federal laws for 300 employees. Effectively tracked merit increase to ensure that increases were within budget guidelines. Accurately entered new pay rates in ADP Human Resource System.
 - Developed standardized orientation for new hires, conducted new hire orientation to review employee handbook, policies and procedures, customer service program and scheduled new hire training.
 - Managed, maintained, and organized confidential employee physical and electronic records.
-

Paralegal/Office Manager
David Lord & Associates – Gulfport, MS

02/2007 - 06/2011

- Conducted client interviews and communicated with clients during the legal process.
- Assisted attorneys in scheduling and preparing documents associated with depositions, court hearings, court trials.
- Analyzed deposition, testimony, and interrogatory documents and drafted summaries for attorneys.
- Conducted investigations and documentary research as it pertained to legal cases. Reviewed findings with attorneys.
- Provided attorneys with administrative support during the execution of wills, court/administrative hearings.
- Developed and maintained a case management database.
- Developed and implemented an organization plan to track files related to case documents and other related transactions.
- Drafted legal court documents, such as motions, affidavits, subpoenas, and other transactional documents, that included contracts, real estate leases, and trusts.
- Responsible for managing office staff schedules, maintained timekeeping and completed weekly payroll.

AFFILIATIONS

Coast Young Professionals

Lighthouse Business and Professional Women

Society for Human Resource Management – SHRM

Gulf Coast Human Resource Association

EDUCATION

Bachelor of Science, Business Administration—University of Southern Mississippi

CERTIFICATIONS

SHRM-SCP - SHRM Senior Certified Professional

Speakeasy – Certified Public Speaker

DON E. ENROTH JR

12505 Windance Dr, Gulfport, MS 39503

228-323-0034 | DMENROTH5@GMAIL.COM

OBJECTIVE

To secure a senior management position where I can leverage my extensive experience in operations, strategic planning, and team leadership to drive sustainable growth and community impact.

EXPERIENCE**Vice President of Contracts and Facilities**

Goodwill Industries of South MS

November 2024 - Present

- Oversee and manage Federal and Non-Federal contracts, ensuring alignment with organizational goals and contributing to program/service expansion initiatives.
- Negotiate and review all facility leases, collaborating with senior leadership to develop and execute long-term strategic plans that support growth.
- Lead and motivate a high-performance Business Services team across Operations, Maintenance, Facilities, IT, Logistics, Warehousing, and Salvage, fostering continuous improvement, accountability, and high operational standards.
- Direct facilities, maintenance, and capital improvement projects, ensuring resource allocation, timeline management, and budget adherence.
- Manage IT operations, including systems administration, helpdesk support, and project management to streamline processes and improve operational efficiency.
- Collaborate with the Leadership Team and Governance Board to develop and meet annual budget goals, managing financial resources effectively to ensure operational success.
- Oversee warehousing, transportation, inventory control, and warehouse management systems, identifying opportunities for operational improvement and maintaining strong financial oversight.
- Develop and implement sustainable operational strategies that align with organizational objectives, supporting both short-term and long-term goals.
- Mentor and develop staff, conduct performance reviews and ensure team members are aligned with strategic objectives and accountable for their goals.
- Lead organizational change initiatives, driving continuous improvement while managing the company's project portfolio and optimizing resource utilization.
- Support and coordinate with day-to-day retail operations, ensuring effective management of staff, inventory, and customer service to meet operational and financial goals.

Director of Business Services

Goodwill Industries of South MS

September 2023 – November 2024

- Managed Federal and Non-Federal contracts, negotiated and reviewed facility leases, and led teams across Operations, Maintenance, IT, Logistics, and Salvage.
- Directed capital improvement projects and facilities maintenance, collaborating with senior leadership to ensure alignment with strategic initiatives and financial objectives.
- Worked closely with the CEO to develop and implement annual budget goals, achieving financial targets through effective resource management.

Director of Contracts

Goodwill Industries of South MS

March 2023 – September 2023

- Managed key contracts with U.S. Air Force, GSA, and Versability, focusing on Postal Services and Custodial agreements.
- Led procurement activities, contract negotiations, and compliance initiatives, ensuring adherence to government regulations and standards.
- Provided strategic guidance on operational improvements, working with Finance, HR, and other departments to enhance service delivery.

Assistant Director of Monitoring, Compliance, and Operations

Mississippi State University

June 2022 – March 2023

- Directed facilities operations, including contract negotiations, project management, and ensuring compliance with performance standards and state regulations.
- Collaborated with the Executive Director to develop and execute operational strategies, including budget oversight and program compliance.

Chief Operating Officer / Director of Operations / Campus Director

Eastern College of Health Vocations

October 1997 – May 2022

- Led operations across multiple campuses and corporate offices, overseeing budgeting, financial management, and accreditation compliance.
- Managed day-to-day operations, including IT networks, facilities maintenance, and construction projects, ensuring alignment with company goals.
- Supervised staff and collaborated with the CEO/CFO on strategic planning and business development.

Owner / Manager

Coastal Boat and RV Storage LLC

January 2021 – April 2024

- Developed and managed a high-occupancy outdoor storage facility, overseeing daily operations, customer service, billing, and facility upkeep.
-

EDUCATION**B.S.B.A., Business Administration**

University of Southern Mississippi, Hattiesburg/Long Beach, MS

2000

Associate of Arts

MGCCC Harrison County Campus, Gulfport, MS

2000

ACCOMPLISHMENTS / MEMBERSHIPS / RECOGNITIONS

- President and Executive Member of OGYA Sports, Inc. Board of Directors (Youth Baseball League) for over 13 years.
 - President of the HCHS Diamond Club Baseball Boosters for over 8 years.
 - Active Board Member of the Windance Property Owners Association
-

REFERENCES

Available upon request.

Laura Cirone
2228 Beach Drive, #1009
Gulfport, MS 39507

815-252-7787
llcirone@gmail.com

Strategic Business Partner with over 30 years of day-to-day H.R. Management experience seeking remote recruitment position.

Areas of expertise

Human Resources Management – Currently Director of H.R. for 12 Thrift Stores, Contract Operations and Mission Work for Goodwill South Mississippi, with staff of 3. Previously managed day-to-day H.R. operations for a 33-bed Rehab Hospital, a 25-bed, non-profit Critical Access Hospital, and several Manufacturing companies, including divisions of Fortune 500 companies, for 25 years. Have managed all areas of H.R. including Staffing, Legal, Compliance, HRIS, Compensation, Benefits, Payroll, Employee Relations, Discipline, Termination, Unemployment, Worker's Compensation, Counseling Senior Leadership, and promoting the Culture of the Organization. Have written Employee Handbooks, policies and procedures, while following legal advice and guidelines.

Talent Acquisition -- Recruited (often with very little use of outside agency) at all levels of organizations to include CEOs, VPs, CNOs, Physicians, Nurse Practitioners, and all levels of staff personnel. Recruited and on boarded these same levels in manufacturing environments for 20 years. At Encompass, I hired and on boarded over 50 staff members within my first six months. At Printpack, I hired over 100 employees in 6 months, all without outside agency assistance.

Employee Relations – At every employer, staff have always been comfortable coming to me with their concerns, knowing that I will listen and get back to them with an answer, even if it is not the answer that they wanted to hear. I deliver answers and advice firmly with empathy and respect. Reduced voluntary turnover at Critical Access Hospital from 20% to 8% by implementing creative hiring practices, involving staff, and listening to staff opinions.

Compensation – Created and implemented new Compensation plans in a Critical Access Hospital as well as Corporate-wide for a Fortune 500 Company to establish a consistent grading system Corporate wide.

Benefits – Served as key decision maker in choosing benefit options for several companies, including a Critical Access Hospital. Was in initial stages of implementing High Deductible Plan when I left the Critical Access Hospital.

HRIS – Have worked extensively in ADP, Peoplesoft, Oracle and Kronos. Served on implementation teams for conversion to new HRIS systems. Led the change from Healthstream to Talentworks at Encompass.

Work History

Goodwill South Mississippi, Director of Human Resources	March 2022-present
Encompass Health, Human Resources Manager	April 2019-March 2022
Rochelle Community Hospital, Human Resources Manager	January 2014-April 2019
Printpack, Inc., Human Resources Manager	February 2007-January 2014
SPX Process Equipment, Human Resources Manager	2005-2007
Temporary HR Positions (Banking and Manufacturing)	2003-2005
Newell Rubbermaid, Corporate and Divisional HR Mgr.	1996-2002
Eakas Corporation, Human Resources Supervisor	1995-1996

Education

MBA with HR Emphasis, Illinois State University, 3.9/4.0 GPA	December 1995
BS in Management with HR Emphasis, Northern Illinois University, 3.9/4.0 GPA	December 1993

JEANNINE NICOLE JOHNSTON

459 Jim Money Road | Biloxi, MS 39531 | 601.965.6179 | jnjohnston681@gmail.com

Objective

Dedicated workforce development leader committed to breaking barriers to employment for adults and supporting youth in building meaningful pathways to post-secondary success. Seeking to leverage 15+ years of experience in program supervision, community engagement, and team leadership to drive mission impact and operational growth.

Professional Experience

Goodwill Industries of South Mississippi – Biloxi, MS

Director of Vocational Programs & Fund Development | Sept 2025 – Present

Lead vocational training and fund development strategy across the Gulf Coast. Oversee grants, donor relations, and partnerships to expand funding and program access. Supervise staff, ensure compliance, and strengthen community workforce collaborations.

Goodwill Industries of Mississippi — Ridgeland & Clinton, MS

Workforce Development Supervisor | March 2024 – September 2025

- Lead design and delivery of workforce programs supporting Re-Entry individuals.
- Manage Pre-ETS for special education students across four school districts.
- Build partnerships and outreach to expand training and career services.

E-Commerce Manager | March 2020 – March 2024

- Managed ShopGoodwill.com operations, driving growth through strategy and training.
- Analyzed site performance and trends to meet sales targets.
- Led customer service, resolving complex issues; earned NRF Customer Service Certification and Applied Jewelry Professional Diploma.

Education & Certifications

Bachelor of Business Administration, Management & Marketing — Mississippi State University, May 2003

Applied Jewelry Professional Diploma — Gemological Institute of America, July 2022

NRF Customer Service & Sales Certification — Goodwill Industries of Mississippi, February 2022

Goodwill® Career Coach and Navigator- Goodwill Industries of Mississippi, May 2025

Core Skills

Workforce Development | Community Engagement | Program Management | E-Commerce | Staff Training | Customer Service | Event Planning | Data Analysis

LEANNA MORGAN SAUCIER

18603 Elkwood Dr. Gulfport, MS 39503 | 228-224-9848 | leannamorgan77@hotmail.com

Professional Profile

Highly motivated professional with proven record of exceeding in fast paced public relations, fundraising, and sales related roles. Progressive thinker and results driven leader with personable, dynamic and resourceful talents that consistently produces exceptional outcomes. Experienced with recruitment, employee engagement, and retention initiatives to support organizational development.

Relevant Qualifications:

- Detail-oriented; possesses a wide range of managerial, organizational, and technical principles
- Team player who demonstrates ability to motivate individuals and diverse teams & foster enthusiastic community involvement and/or employee engagement
- Skilled at relationship building cultivating talent in others to create effective campaign support, project support and buy-in from others
- Proven problem-solving skills, flexibility, adaptability, and aptitude for making sound decisions in stressful situations
- Customer service & employee/donor/client driven— Outstanding and persuasive communicator with well-developed presentation and motivational skills

Education

- **William Carey University** May - August 2005
Hattiesburg, MS *Alternate Route Teaching Program*
- **University of Southern Mississippi** August 2001
Hattiesburg, MS
Bachelor of Arts, Broadcast Journalism *Minor: English*
Emphasis: Radio, Television, & Film
- **Jefferson Davis Junior College** Gulfport, MS **1996-1998**

Employment

- Memorial Health System** Gulfport, MS 2020- present
Workforce Development Manager, Human Resources Department
- Builds and leverages internal and external community collaborations with community partners to grow relationships to support HR recruitment efforts

- Oversees and coordinates internal career fairs and participates in external job-related career/community fairs.
- Manages career-related and educational programs such as high school affiliations, job shadowing programs & more
- Assists internal and external applicants with career growth including resume assistance, career pathing and career development
- Oversees employee engagement initiatives such as:
 - Organizing an internal college fair
 - Employee recognition STAR award program
- Serves on Employee Crisis Fund Committee and DEI committee and Employee Advisory committee
- Oversees career fairs recruitment budget and purchases

United Way of South Mississippi Gulfport, MS 5/2015- 3/2020
Director of Resource Development

- Responsible for all aspects of fundraising for UWSM including special events, overseeing campaign committees & volunteers, and a multitude of fast paced day-to-day fundraising duties
- Coordinated campaigns with company leaders to get their United Way campaign completed successfully by deadline
- Cultivated relationships and collaborations with business leaders and companies/non-profit agencies
- United Way presentations and Board presentations & engagement
- Oversaw campaign supplies/events budget for purchases and expenses

WJZD, Inc. Gulfport, MS 6/2006 - 7/2010 & 1/2012 -5/2015
Account Executive

- Proposed and created innovative marketing campaigns to help local/national businesses benefit from effective radio advertising on WJZD
- Responsibilities included meeting with potential clients and working with media agency buyers
- Created proposals, promotions, copywriting, and scheduled commercials to air
- Cultivated interpersonal skills by building and nurturing an excellent rapport with my clients to keep them advertising with WJZD

Harrison County School District Gulfport, MS 8/2010 - 5/2011
10th Grade English Instructor and World Literature & African American Literature electives (Grades 9-12th)

- In Literature classes, primarily focused on studying the works and authors appropriate for the subject matter
- Actively participated in many school programs such as a sponsor for the Harrison County Junior Leadership organization and organized schoolwide fundraisers for Child Abuse Prevention Month

Harrison County School District Gulfport, MS 8/2005 - 5/2006
7th Grade English Instructor at North Gulfport 7th Grade

- Actively participated in many school programs such as the Literacy Awareness Committee and planning the Black History Program

Hattiesburg Public Schools Hattiesburg, MS 8/2004 - 5/2005
7th and 8th English Instructor at N.R. Burger Middle School

WDAM TV Moselle, MS 3/2002 - 8/2004
Copywriter/Sales Assistant /Producer

- Worked closely with clients, account executives, videographers, and production directors to create effective local television advertising.
- Specific duties included the following:
 - Initial client consultation
 - Scheduling a commercial shoot & writing script
 - Overseeing all pre-production aspects
 - Trafficking paperwork for commercial airtime
 - Completing co-op invoices for reimbursements

WDAM TV Moselle, MS 10/2001 - 3/2002
Production Assistant

WDAM TV Moselle, MS 5/2001 - 7/2001
Production Intern

Professional Affiliations

- Lighthouse Business Professional Women – Joined as member in 2020; Board of Directors, 2021-present, Board Co-Chair 2023-24
- Steps Coalition – Board Member from 2019 – Present; Treasurer
- Like Minded Ladies – Member 2021
- MS Gulf Coast Chamber of Commerce – Coast Young Professionals 2013-2016; Chamber Champion 2016 - 2020; Leadership Gulf Coast Board of Directors 2019-Present

- Gulfport Rotary Club- 2020 Program Chair & Board Member 2019-2022, Current Member
- Bay St. Louis Rotary Club- Youth Chair & Board Member 2016-2019
- Leadership Gulf Coast Graduate, 2018
- Founder of minority professional networking & community service organization, Urban Coast Connection, 2007-2010
- The National Association of Black Journalists 1999-2003

Awards & Recognition

- Named *Gulf Coast Woman Magazine's* 2023 "**100 Successful Women to Know**"
- 2022 **Shuck Cancer Honoree** for American Cancer society
- Women's Resource Center's **2020 Gala for Babies Celebrity**
- 2020 Success Women's Conference **Top Influencer Award**
- Named *Gulf Coast Woman Magazine's* 2020 "**100 Successful Women to Know**"
- MS Gulf Coast Chamber **One Coast Award finalist**, 2019-2020
- **Woman of Achievement finalist**, 2018 - Non-Profit Category
- Pink Lotus Project 2018 **PowHer Award** - Non-Profit finalist

Community Service

- Speaker at Boys and Girls Club "Great Futures Forum", 2023
- Panelist for Boys and Girls Club "My Hair, My Crown" event, 2022.
- Organized *Frugal Fashionista* fundraising event for Memorial Hospital Foundation's Breast Cancer Fund, 2022
- Volunteer at Gulf Coast Food Truck Festival, 2021-2022
- Created *Breakfast at Tiffany's* fundraising event, 2021 & 2022
- Volunteer for the Gulfport Juneteenth Festival, 2019-2022
- United Way Dragon Boat Festival volunteer, 2021-2022
- Habitat for Humanity's Woman Build Team, 2020
- Success Women's Conference Committee Co-chair, 2018 & Success Women's Conference Volunteers Co-Chair & speaker, 2018-2019
- Blessed Gyrls Rock Conference volunteer, 2016-2017
- Biloxi Chamber's Junior Leadership Committee & Speaker, 2016-2017
- Volunteer with Pink Lotus Project non-profit organization (speaker and Project Prom Dress Drive, 2013-2018)

Crystal Brown
714 Pine Ave E. St, Wiggins, MS
601-528-1367 | mrsbrown81@hotmail.com

EDUCATION

Bachelor of Science in Human Services
Emphasis: Child & Family Welfare
Kaplan University

Completion Date 12/2013

Associate of Applied Science
Emphasis: Office System Technology
Mississippi Gulf Coast Community College

Completion Date 05/2003

PROFESSIONAL EXPERIENCE

Workforce Development Case Manager/Evaluator
Goodwill Industries of South MS

2019 – Current

- Provide exceptional customer service in person or on the phone
- Conduct initial certification for individuals wishing to enter the program
- Conduct annual re-certification evaluation for all active disable employees
- Build and maintain internal and external customer satisfaction
- Efficiently perform and maintain data entry of confidential client information
- Demonstrate professionalism and possess a professional appearance
- Perform other related duties as assigned.

Family Advocate

Community Development Institute, Gulfport, MS

2018 – 2019

- Identify and recruit Head Start eligible families and children, including children with disabilities and underserved populations.
- Provide appropriate follow-up when absences are frequent.
- Respect the diverse values and cultures of the families served.
- Recognize and identify each family's risk and protective factors.
- Establish professional roles and boundaries in working with families.
- Recognize and promote family's readiness and willingness to participate in the program.
- Orient families to the program according to the established orientation plan.
- Make home visits and contact the family as needed or required by agency plans and procedures.
- Provide support to families of children with disabilities.
- Facilitate parent/guardian involvement in the program.
- Participates in activities designed to ensure program quality.
- Actively participate in two-way communication among co-workers to ensure all staff is informed of pertinent information as it pertains to the center and classroom activities.
- Build relationships based on mutual trust and rapport.
- Approaches all issues with a win-win attitudes that respects the dignity of all parties.
- Meet scheduled deadlines and perform routine tasks with minimal supervisions.
- Demonstrate the knowledge of and the ability to effectively use communications tools (e.g., telephone system, email, fax, computer software, etc.)

Qualified Intellectual Disability Professional

South MS Regional Center, Long Beach, MS

2016 – 2018

- Maintains line of communication between social workers, therapists, nursing staff, physicians/providers and patients/families to ensure coordination of treatments for optimal patient care.
- Demonstrates the ability to be flexible, organized and function under stressful situations.
- Maintains a good working relationship with other departments.
- Interacts professionally with patient/family and involves patient/family in the formation of the plan of care.
- Participates in weekly treatment planning for each patient, works cooperatively as a member of the interdisciplinary treatment team completes progress notes and discharge plans in a timely fashion.
- Assist with Discharge Planning processes to assure patient needs are addressed prior to discharge.
- Performs all aspects of patient care in an environment that optimizes patient safety and reduces the likelihood of medical/health care errors.
- Develops orientation and staff development programs for bureau employees.
- Plans and conducts training sessions for health care providers and their staffs.
- Develops and recommends policies and procedures for the bureau and assures that they are maintained.
- Conducts in-state review of survey findings, conclusions, and recommendations.
- Monitors licensure and certification actions taken on health care providers.
- Monitors the maintenance of licensure and certification processes.
- Monitors the gathering and utilization of appropriate statistical data and the preparation of required statistical reports.
- Monitors the maintenance and storage of records.
- Reviews the scheduling of surveys of all health care providers.
- Performs related or similar duties as required or assigned

Programmer

South MS Regional Center, Long Beach, MS

2014 - 2016

- Performs residential supervisory duties such as reviewing/approving leave requests for staff requested time off.
- Performance Appraisal
- Review Reports
- Ensuring shift coverage
- Inform supervisors of agency/community homes communication, policy changers, in-service requirements etc.
- Develop and implement training programs, personal planning system paperwork for client's individual support plans
- Coordinates projects/programs, activities
- Train staff on carrying out training objectives
- Research and collects requested information.
- Exercises judgment in solving routine problems
- Coordinates activities of staff based on project/program needs.
- Review the work of staff for quality and accuracy
- Assists in the management and organization of special projects/programs which includes serving as a liaison to agency personnel, to other public and private agencies, and/or to the general public.
- Ensure work performed by staff are in regulation with state and federal laws and regulation pertinent to health care provider
- Monitors the maintenance of licensure and certification process
- Perform related or similar duties as required or assigned

Director of First Impressions/Administrative Assistant
Delta Career Education, Gulfport, MS

2011-2014

- Provides excellent customer service through face-to-face contact, incoming calls, and email correspondence to students, vendors, faculty and staff
- Generation and distribution of campus correspondence to students and graduates for acceptance, registration, and inactive status
- Organizes and plans campus events including orientation, graduation, awards ceremonies, and faculty and director's meetings
- Responsible for the auditing and organization of student's files according to Department of Education Federal Guidelines
- Proficient in CampVue Database for processing student's personal information including posting grades, attendance, and status changes

Professional References

- Brittany Parish, 228-547-1475
- Wendy Krodolfer, 601-408-0094
- Genitha Ray, 228-868-2778

KEVIN BISHOP

124 Edmund Drive | Long Beach, MS 39560

228.297.2146 | kbishop@goodwillsms.org

Professional Summary

Seasoned workforce development leader with 30+ years of progressive leadership in state and nonprofit sectors. Experienced in program management, vocational rehabilitation, and building strategic partnerships to increase employment opportunities for individuals with barriers to work.

Professional Experience

Goodwill Industries of South Mississippi

Program Manager | 2024 – Present

- Lead workforce development programs and partnerships.
- Oversee operations, performance, and compliance.

Mississippi Department of Rehabilitation Services

- Deputy Administrator of Workforce Development | 2019 – 2024
- Director of Client Services | 2018 – 2019
- Regional Manager, Region 4 | 2006 – 2018
- Facility Manager, AbilityWorks Harrison County | 1993 – 2006
- Evaluator, AbilityWorks Laurel & Monroe County | 1990 – 1993
 - Directed statewide workforce initiatives and service delivery.
 - Managed operations, staff, and program outcomes.
 - Led vocational evaluations and employment planning.
- Retired — July 2024

Education

- Bachelor's Degree — University of Southern Mississippi

Skills

- Workforce Development
- Program & Operations Management
- Vocational Rehabilitation
- Strategic Partnerships
- Team Leadership

Kailey Garland

Special Education

Contact

613 East 5th Ave
Wiggins, MS 39577
601.818.9963

Kailey.garland7011@icloud.com

Education

University of Southern Mississippi
Hattiesburg, MS
BS in Special Education
GPA 3.87

Key Skills

Communication
Adaptability
Problem Solving
Organizational Skills
Inclusive Instruction
Differentiated instruction

Objective

A dedicated and compassionate special education professional seeking a role where I can leverage my skills in intervention and community outreach to support individuals facing complex challenges.

Experience

2024 - PRESENT

Peer Support Specialist | Canopy Children Solution

- Advocates, represents, supports and assists youth and their families.
- Provides psycho-education group sessions for families as needed.
- Maintain communication among families, the community, Child Protective Services and clinic staff.
- I support families' emotional well-being with empathy and personal experiences of overcoming challenges to help families have hope.

2023 – 2024

Teacher Assistant | Harrison Central Elementary

- Classroom preparation: Setting up the classroom and materials before class.
- Classroom management: Helping maintain discipline and a safe learning environment.
- Lesson planning: Assisting with lesson plans and preparing materials.
- Student support: Helping students with classwork and special needs.
- Student behavior: Monitoring student behavior and attitudes.
- Student independence: Helping students become more independent etc.

2021 – 2023

Student Intern | USM

My primary responsibilities were to assist the Lead Teacher in maintaining a safe, clean, and engaging learning environment. As an Intern, I was gradually given opportunities and responsibilities to learn how to meet the training requirements and develop the competencies needed for effective teaching.

References

Available upon request

ATTACHMENT E

Required Clauses for Service Contracts Resulting from this Request for Qualifications

1. Applicable Law. The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of laws, provisions, and any litigation with respect thereto shall be brought in the courts of the State. Contractor shall comply with applicable federal, state, and local laws and regulations.
2. Availability of Funds. It is expressly understood and agreed that the obligation of MDRS to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt the appropriated funds. If the funds anticipated for the continuing time fulfillment of the agreement are, at any time, not forthcoming or insufficient, regardless of the source of funding, MDRS shall have the right upon 10 business days written notice to Contractor, to terminate this agreement without damage, penalty, cost or expense to MDRS of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.
3. Compliance with Equal Opportunity in Employment Policy. Contractor understands that the MDRS is an equal opportunity employer and therefore, maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful, and Contractor agrees during the term of the agreement that Contractor will strictly adhere to this policy in its employment practices and provision of services.
4. Compliance with Laws. Contractor shall comply with, and all activities under this agreement shall be subject to, all applicable federal, state, and local laws and regulations, as now existing and as may be amended or modified.
5. Contract Rights. Contract rights do not vest in any party until a contract is legally executed. The MDRS is under no obligation to award a contract following issuance of this solicitation.
6. E-Payment. Contractor agrees to accept all payments in United States currency via the State of Mississippi's electronic payment and remittance vehicle. The Agency agrees to make payment in accordance with Mississippi "Timely Payments for Purchases by Public Bodies" laws, which generally provide for payment of undisputed amounts by the Agency within 45 calendar days of receipt of invoice. Mississippi Code Annotated § 31-7-301, et seq.
7. E-Verification. If applicable, Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act and will register and participate in the status verification system for all newly hired employees. Mississippi Code Annotated §§ 71-11-1 and 7111-3. Contractor

agrees to provide a copy of each verification upon request of MDRS subject to approval by any agencies of the United States Government. Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws. The breach of this clause may subject Contractor to the following: (1) termination of this contract and exclusion pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations; (2) the loss of any license, permit, certification or other document granted to Contractor by an agency, department, or governmental entity for the right to do business in Mississippi; or (3) both. In the event of such termination, Contractor would also be liable for any additional costs incurred by the Agency due to Contract cancellation or loss of license or permit to do business in the state.

8. Expenses Incurred in the Procurement Process. All parties participating in the procurement process with regard to this solicitation shall bear their own costs of participation, pursuant to Section 1.4.4 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations.
9. Minor Informalities and Irregularities. MDRS has the right to waive minor defects or variations of a qualification from the exact requirements of the specifications that do not affect the price, quality, quantity, delivery, or performance of the services being procured and if doing so does not create an unfair advantage for any offeror. If insufficient information is submitted by a offeror, for MDRS to properly evaluate the offer, MDRS has the right to require such additional information as it may deem necessary after the submission deadline, provided that the information requested does not change the price, quality, quantity, delivery, or performance time of the services being procured and such a request does not create an unfair advantage for any offeror. (Information requested may include, for example, a copy of business or professional licenses, or a work schedule.)
10. Paymode. Payments by MDRS using the state's accounting system shall be made and remittance information provided electronically as directed by the state and deposited into the bank account of Contractor's choice. MDRS may, at its sole discretion, require Contractor to electronically submit invoices and supporting documentation at any time during the term of this Agreement. Contractor understands and agrees that the Agency is exempt from the payment of Mississippi taxes. All payments shall be in United States currency.
11. Procurement Regulations. This solicitation shall be governed by the applicable provisions of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations, a copy of which is available on the Mississippi Department of Finance and Administration's website (www.dfa.ms.gov). Any offeror responding to a solicitation for personal and professional services and any contractor doing business with a state Agency is deemed to be on notice of all requirements therein.
12. Property Rights. Property rights do not inure to any Offeror until such time as services have been provided under a legally executed contract. No party responding to this RFQ has a legitimate claim of

Termination for Default. If MDRS gives the Contractor a notice that the personal or professional services are being provided in a manner that is deficient, the Contractor shall have 30 days to cure the deficiency. If the Contractor fails to cure the deficiency, MDRS may terminate the contract for default and the Contractor will be liable for the additional cost to MDRS to procure the personal and professional services from another source. Termination under this paragraph could result in Contractor being excluded from future contract awards pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations. Any termination wrongly labelled termination for default shall be deemed a termination for convenience.

17. Trade Secrets, Commercial and Financial Information. It is expressly understood that Mississippi law requires that the provisions of this contract which contain the commodities purchased or the personal or professional services provided, the price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information and shall be available for examination, copying, or reproduction.
18. Approval Clause. It is understood that if this contract requires approval by the Public Procurement Review Board ("PPRB") and/or the Department of Finance and Administration Office of Personal Service Contract Review ("OPSCR"), and this contract is not approved by PPRB and/or OPSCR, it is void and no payment shall be made hereunder
19. Acknowledgment of Amendments. Offerors shall acknowledge receipt of any amendment to the RFQ in writing. The acknowledgement shall be submitted by signing and returning the amendment with the bid, by identifying the amendment number and date in the space provided for this purpose on the bid form, or by letter. Each offeror shall submit a written acknowledgement of every amendment to the Agency on or before the submission deadline.
20. Certification of Independent Price Determination. By submitting a qualification, the offeror certifies that the prices submitted in response to the solicitation have been arrived at independently and without any consultation, communication, or agreement with any other offeror or competitor for the purpose of restricting competition.
21. Offeror's Representation Regarding Contingent Fees. By [responding to the solicitation, the offeror represents that it has not retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract. If the offeror cannot make such a representation, a full and complete explanation shall be submitted in writing [with the offeror's response, to the Agency prior to contract execution].

ATTACHMENT F

Areas of Coverage

List of Counties where Pre-ETS can be performed:

- George
- Hancock
- Harrison
- Jackson
- Pearl River
- Stone

Estimated number of students who can be served:

240 per year

Company Name: Goodwill Industries of South Mississippi, Inc.

Signature and Date:  10.09.25

Name and Title: Vicki Burton, President/CEO

<u>County</u>	<u>School Name</u>	<u>Type</u>
Stone	Stone County School District	Public
Stone	Gateway Christian Academy	Private
George	George County School District	Public
Pearl River	Pearl River School District	Public
Pearl River	Picayune School District	Public
Pearl River	Poplarville School District	Public
Pearl River	Union Baptist Academy	Private
Pearl River	Covenant Christian Academy	Private
Hancock	Hancock County School District	Public
Hancock	Bay St. Louis-Waveland School District	Public
Hancock	Our Lady Academy	Private
Hancock	Saint Stanislaus	Private
Hancock	Dominion Christian Academy	Private
Harrison	Biloxi Public School District	Public
Harrison	Christian Collegiate Academy	Private
Harrison	Gulfport School District	Public
Harrison	Harrison County School District	Public
Harrison	Long Beach School District	Public
Harrison	Pass Christian School District	Public
Harrison	St. Patrick Catholic High School	Private
Harrison	Temple Christian Academy	Private
Harrison	Roger Amos McMurtry School	Public
Jackson	Jackson County School District	Public
Jackson	Moss Point School District	Public
Jackson	Ocean Springs School District	Public
Jackson	Pascagoula-Gautier School District	Public
Jackson	Resurrection Catholic School	Private

ATTACHMENT G

Additional Data

Acceptance of Conditions - Goodwill Industries of South Mississippi, Inc. offers no exceptions to the general terms and conditions of the Request For Qualifications.

Goodwill Industries of South Mississippi, Inc. possesses insurance. See Attached.

Goodwill Industries of South Mississippi, Inc. possesses Mississippi Workers' Compensation Coverage. See Attached.

Goodwill Industries of South Mississippi, Inc. provides the following additional information. We receive no form of funding from Federal, State, local government entities, public or private foundations to assist in providing Comprehensive Training Events for MDRS Clients.

Goodwill Industries of South Mississippi, Inc. is a 501(c)3 company registered with the Mississippi Secretary of State's Office.

Goodwill Industries of South Mississippi, Inc. has no history of ever being debarred.

Company Name: Goodwill Industries of South Mississippi, Inc.

Signature and Date:  10.09.25

Name and Title: Vicki Burton, President/CEO



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

5/21/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, LLC 13th St 4th floor Gulfport MS 39501		CONTACT NAME: Vicki Smith PHONE (A/C, No, Ext): 228-863-5362 FAX (A/C, No): 228-863-1957 E-MAIL ADDRESS: vicki.smith@cadenceinsurance.com	
INSURED Goodwill Industries of South Mississippi 1955 Pass Rd Biloxi MS 39531		INSURER(S) AFFORDING COVERAGE	
License#: PC-1092395 GOODWIL-01		INSURER A: Bridgefield Employers Insurance Company	NAIC # 10701
		INSURER B: GuldeOne Elite Insurance Company	42803
		INSURER C: GuldeOne Insurance Company	15032
		INSURER D:	
		INSURER E:	
		INSURER F:	

COVERAGES**CERTIFICATE NUMBER:** 1524853278**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
B	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:		010046787	5/21/2025	5/21/2026	EACH OCCURRENCE \$1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$1,000,000 MED EXP (Any one person) \$25,000 PERSONAL & ADV INJURY \$1,000,000 GENERAL AGGREGATE \$3,000,000 PRODUCTS - COM/OP AGG \$3,000,000 \$
C	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY		010046788	5/21/2025	5/21/2026	COMBINED SINGLE LIMIT (Ea accident) \$1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> N/A	196-49306	9/1/2024	9/1/2025	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$1,000,000 E.L. DISEASE - EA EMPLOYEE \$1,000,000 E.L. DISEASE - POLICY LIMIT \$1,000,000
B	Professional Liability Abuse & Molestation		010046787	5/21/2025	5/21/2026	Each Claim \$1,000,000 Each Claim \$1,000,000 Aggregate \$3,000,000

CERTIFICATE HOLDER**CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

entitlement to be awarded a contract or to the provision of work thereunder. MDRS is under no obligation to award a contract and may terminate a legally executed contract at any time.

13. Representation Regarding Gratuities. Offeror represents that it has not, is not, and will not offer, give, or agree to give any employee or former employee of MDRS, a gratuity or offer of employment in connection with any approval, disapproval, recommendation, development, or any other action or decision related to the solicitation and resulting contract. Offeror further represents that no employee or former employee of MDRS has or is soliciting, demanding, accepting, or agreeing to accept a gratuity or offer of employment for the reasons previously stated; any such action by an employee or former employee in the future, if any, will be rejected by offeror. Offeror further represents that it is in compliance with the Mississippi Ethics in Government laws, codified at Mississippi Code Annotated §§ 25-4-101 through 25-4-121, and has not solicited any employee or former employee to act in violation of said law.
14. Required Public Records and Transparency. Upon execution of a contract, the provisions of the contract which contain the personal or professional services provided, the unit prices, the overall price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information pursuant to Mississippi Code Annotated § 25- 61-9(7). The contract shall be posted publicly on www.transparency.ms.gov and shall be available for at the Agency for examination, inspection, or reproduction by the public. The offeror acknowledges and agrees that MDRS and this contract are subject to the Mississippi Public Records Act of 1983 codified at Mississippi Code Annotated §§ 25-61-1, et seq. and its exceptions, Mississippi Code Annotated § 7923-1, and the Mississippi Accountability and Transparency Act of 2008, codified at Mississippi Code Annotated §§ 27-104-151, et seq.
15. Stop Work Order. MDRS may, by written order to Contractor at any time, require Contractor to stop all or any part of the work called for by this contract. This order shall be for a period of time specified by MDRS. Upon receipt of such an order, Contractor shall forthwith comply with its terms and take all reasonable steps to minimize any further cost to MDRS. Upon expiration of the stop work order, Contractor shall resume providing the services which were subject to the stop work order, unless MDRS has terminated that part of the agreement or terminated the agreement in its entirety. MDRS is not liable for payment for services which were not rendered due to the stop work order.
16. Termination.

Termination for Convenience. MDRS may, when the interests of the Agency so require, terminate this contract in whole or in part, for the convenience of the Agency. MDRS shall give written notice of the termination to Contractor specifying the part of the contract terminated and when termination becomes effective. Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor shall complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.



MEMBER OF GREAT AMERICAN INSURANCE GROUP

A Stock Insurer • P.O. Box 988 • Lakeland, FL 33802-0988

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY INFORMATION PAGE

NCCI Carrier Code Number 34169

Policy number 196-49306

Item 1. Insured

RISK I.D. 230346437

Name Goodwill Industries of South Mississippi
and
Mailing 11975 Seaway Rd. Suite A-140
Address Gulfport, MS 39503

☐ Individual ☒ Corporation
☐ Partnership ☐ Subchapter "S"
☐ Other

Other Workplaces not shown above:

FEIN 64-0547585

SEE EXTENSION OF INFORMATION PAGE ITEM 1

Item 2. Policy Period

The policy period is from 09/01/24 12:01 a.m. to 09/01/25 12:01 a.m. at the insured's mailing address.

Item 3. Coverage

- A. Workers Compensation Insurance; Part One of the policy applies to the Workers Compensation Law of the states listed here:
MS
- B. Employers Liability Insurance: Part Two of the policy applies to work in each state listed in Item 3.A. The limits of our liability under Part Two are:
- | | | |
|---------------------------|--------------|---------------|
| Bodily Injury by Accident | \$ 1,000,000 | each accident |
| Bodily Injury by Disease | \$ 1,000,000 | each employee |
| Bodily Injury by Disease | \$ 1,000,000 | policy limit |
- C. Other States Insurance: Part Three of the policy applies to the states, if any, listed here:
AL, AR, FL, GA, IN, KY, LA, NC, OK, SC, TN, TX, VA
- D. This policy includes these endorsements and schedules:
SEE EXTENSION OF INFORMATION PAGE ITEM 3.D

Item 4. Premium

The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

Classifications	Code No.	Premium Basis: Total Estimated Annual Renumeration	Rate per \$100 of Renumeration	Estimated Annual Premium
SEE EXTENSION OF INFORMATION PAGE ITEM 4 - PREMIUM				

Total Estimated Annual Premium \$ 137,891.56

Expense Constant \$ 180.00

Minimum Premium \$ 979.00

Total Cost \$ 138,071.56

Countered signed by

Date 07/22/24

7245 Cadence Insurance, Inc.

cml Date Prepared: 07/22/24

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY
EXTENSION OF INFORMATION PAGE - ITEM 1 - SCHEDULE OF INSURED AND OTHER WORKPLACES

CARRIER: Bridgefield Casualty Insurance Company
P.O. Box 988
Lakeland, FL 33802-0988
(863)665-6060

AGENCY: Cadence Insurance, Inc. - 7245
525 E Capitol St Fl 2
Jackson, MS 39201
(601)366-3436

INSURED: Goodwill Industries of South Mississippi
DBA: 11975 Seaway Rd. Suite A-140
Gulfport, MS 39503

POLICY NUMBER: 196 - 49306
POLICY PERIOD: 09/01/24 - 09/01/25

Insured and Other Workplaces

Goodwill Industries of South Mississippi
11975 Seaway Rd. Suite A-140
Gulfport, MS 39503-0000
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
2407 31st St
Gulfport, MS 39501-6524
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
2301 31st St
Gulfport, MS 39501-6509
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
200 W Railroad St
Long Beach, MS 39560-4517
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
2396 Pass Rd
Biloxi, MS 39531-2236
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
3018 25th Ave
Gulfport, MS 39501-0000
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
69 Hardy Court Shopping Ctr
Gulfport, MS 39507-2501
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
1955 Pass Rd
Biloxi, MS 39531-4103
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Date Prepared: 07/22/24

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY
EXTENSION OF INFORMATION PAGE - ITEM 1 - SCHEDULE OF INSURED AND OTHER WORKPLACES

CARRIER: Bridgefield Casualty Insurance Company
P.O. Box 988
Lakeland, FL 33802-0988
(863)665-6060

AGENCY: Cadence Insurance, Inc. - 7245
525 E Capitol St Fl 2
Jackson, MS 39201
(601)366-3436

INSURED: Goodwill Industries of South Mississippi
DBA: 11975 Seaway Rd. Suite A-140
Gulfport, MS 39503

POLICY NUMBER: 196 - 49306
POLICY PERIOD: 09/01/24 - 09/01/25

Insured and Other Workplaces

Goodwill Industries of South Mississippi
318 Highway 90
Waveland, MS 39576-2672
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
2403 Denny Ave
Pascagoula, MS 39567-2417
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
795 Memorial Blvd
Picayune, MS 39466-4626
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Mississippi Goodworks Inc.
1501 29th Ave
Gulfport, MS 39501-2844
FEDERAL ID# 64-0921721
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
10541 Diberville Blvd
Diberville, MS 39540-2463
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
12057 Highway 49 # US
Gulfport, MS 39503-3177
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
12134 Old 63 S
Lucedale, MS 39452-6628
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Goodwill Industries of South Mississippi
2957 Bienville Blvd
Ocean Springs, MS 39564-4305
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

Date Prepared: 07/22/24

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY
EXTENSION OF INFORMATION PAGE - ITEM 1 - SCHEDULE OF INSURED AND OTHER WORKPLACES

CARRIER: Bridgefield Casualty Insurance Company
P.O. Box 988
Lakeland, FL 33802-0988
(863)665-6060

AGENCY: Cadence Insurance, Inc. - 7245
525 E Capitol St Fl 2
Jackson, MS 39201
(601)366-3436

INSURED: Goodwill Industries of South Mississippi
DBA:
11975 Seaway Rd. Suite A-140
Gulfport, MS 39503

POLICY NUMBER: 196 - 49306
POLICY PERIOD: 09/01/24 - 09/01/25

Insured and Other Workplaces

Goodwill Industries of South Mississippi
4402 E Aloha Dr Ste 18
Diamondhead, MS 39525-3305
FEDERAL ID# 64-0547585
NONPROFIT CORPORATION

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY
EXTENSION OF INFORMATION PAGE - ITEM 3.D - SCHEDULE OF FORMS AND ENDORSEMENTS

CARRIER: Bridgefield Casualty Insurance Company
P.O. Box 988
Lakeland, FL 33802-0988
(863)665-6060

AGENCY: Cadence Insurance, Inc. - 7245
525 E Capitol St Fl 2
Jackson, MS 39201
(601)366-3436

INSURED: Goodwill Industries of South Mississippi
DBA:
11975 Seaway Rd. Suite A-140
Gulfport, MS 39503

POLICY NUMBER: 196 - 49306
POLICY PERIOD: 09/01/24 - 09/01/25

Schedule of Endorsements

It is hereby understood and agreed that the following forms and endorsements are attached to and are a part of this policy.

Form Number:	Edition:	Description:
WC 00 03 02	04-84	Designated Workplaces Exclusion Endt
WC 00 03 08	04-84	Partners, Officers and Others Exclusion Endt
WC 00 03 10	04-84	Sole Proprietors, Partners, Officers, Others Cover
WC 00 04 04	04-84	Pending Rate Change Endt
WC 00 04 06	08-84	Premium Discount Endt
WC 00 04 14 A	01-19	90-Day Notification of Change in Ownership Endt
WC 00 04 19 A	08-22	Part Five - Premium Amendatory Endt
WC 00 04 21 F	08-22	Catastrophe(Other Than Certified Acts of Terrorism
WC 00 04 22 C	01-21	Terrorism Risk Ins. Program Reauthorization Act Di
WC 00 04 24	01-17	Audit Noncompliance Endt
WC 00 04 25	05-17	Experience Rating Modification Factor Revision End
WC 23 06 01	07-18	MS Cancellation, Nonrenewal and Renewal Endt
WC 99 03 03	11-11	Employers Liability Coverage Endt
WC 99 04 66	01-19	MS Consent to Rate Endt
WC 99 06 09	05-17	Legal Action/Collection Endt

MISSISSIPPI WORKERS' COMPENSATION
NOTICE OF COVERAGE

- I. Please take notice that your Employer is in compliance with the requirements of the Mississippi Workers' Compensation Law, and maintains workers' compensation insurance coverage with the following:

Bridgefield Casualty Insurance Company

(Name of insurance carrier or self-insurance)

P.O. Box 80439, Baton Rouge, LA 70898-0439

(225) 926-3264

(Address and telephone number)

- II. Individual workers' compensation claims will be submitted to and processed by:

Summit Consulting LLC/Summit Claims Center

(Name of third party claims administrator or claim office)

P. O. Box 80793, Baton Rouge, LA 70898-0793

(225) 928-0820

(Address and telephone number)

- III. This workers compensation coverage is effective for the following period:
September 1, 2024 to September 1, 2025

- IV. All job related injuries or illness should be reported as soon as possible to your immediate supervisor, or to the person listed below:

(Name of employer contact person)

(Title and Department/Division)

- V. Please be advised that any person who willfully makes any false or misleading statement or representation for the purpose of obtaining or wrongfully withholding any benefit or payment under Mississippi Workers' Compensation Law may be charged with violation of Miss. Code Ann. §71-3-69 (Rev. 2000) and upon conviction be subjected to the penalties therein provided.

Address any reply to: P. O. Box 737, Atlanta, Georgia 30301

Department of the Treasury



District Director Internal Revenue Service

Date:

FEB 21 1975

In Reply Refer to:

411-12, HWA

Goodwill Industries of South Mississippi
Inc.

2300 14th Street
Gulfport, Mississippi 39501

Advance Ruling Period Ends: December 31, 1976

Gentlemen:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

We have further determined you can reasonably be expected to be an organization of the type described in sections 170(b)(1)(A)(vi) and 509(a)(1).

Accordingly, for your first three tax years, you will be treated as an organization which is not a private foundation.

At the end of your first three tax years, however, you must establish with the Internal Revenue Service that for such three years you were, in fact, an organization of the type described in section 170(b)(1)(A)(vi). If you establish this fact with the Service, you will be classified as a section 509(a)(1) organization for all purposes beginning with the first day of your fourth tax year and you must normally meet the requirements of section 170(b)(1)(A)(vi) thereafter. If, however, you do not meet the requirements of section 170(b)(1)(A)(vi) for your first three tax years, you will be classified as a private foundation as of the first day of your fourth tax year. Furthermore, you will be treated as a private foundation as of the first day of your first tax year for purposes of sections 507(d) and 4940.

Grantors and donors may rely on the determination that you are not a private foundation for your first three tax years, unless notice that you will no longer be treated as a section 509(a)(1) organization is published in the Internal Revenue Bulletin. However, a grantor or donor may not rely on such determination if he was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 509(a)(1) status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(1) organization.

This determination letter modifies our letter of October 9, 1974, holding you exempt under section 501(c)(3) to the extent that it is inconsistent with this letter.

You are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. You are not liable for the taxes imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible under sections 2055, 2106, and 2522 of the Code.

If your sources of support, or your purposes, character, or method of operation is changed, you must let us know so we can consider the effect of the change on your status. Also, you must inform us of all changes in your name or address.

If your gross receipts each year are normally more than \$5,000, you are required to file Form 990, Return of Organization Exempt From Income Tax, by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of \$10 a day up to a maximum of \$5,000, for failure to file a return on time.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an Employer Identification number even if you have no employees.

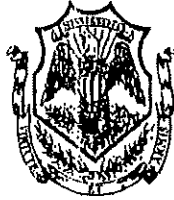
If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Please keep this determination letter in your permanent records.

Sincerely yours,

W. L. Womack
Exempt Organization Specialist

State of Mississippi



Office of Secretary of State Jackson

I, Heber Ladner, Secretary of State, do certify that the Charter of Incorporation hereto attached entitled the Charter of Incorporation of

GOODWILL INDUSTRIES OF SOUTH MISSISSIPPI, INC.

was, pursuant to the provisions of Title 21, Code of Mississippi of 1942, as amended, Recorded in the Records of Incorporations in this office, in PHOTOSTAT BOOK, NUMBER TWO-HUNDRED ELEVEN,

PAGES 392-396.



Given under my hand and the Great Seal of the State of Mississippi herewith affixed this
1st day of July, 1974.

Heber Ladner

Secretary of State

State of Mississippi



EXECUTIVE

OFFICE

JACKSON

The within and foregoing Charter of Incorporation of

GOODWILL INDUSTRIES OF SOUTH MISSISSIPPI, INC.

is hereby approved.

In testimony whereof, I have hereunto set
my hand and caused the Great Seal of
the State of Mississippi to be affixed
this the 27th day of June, A. D., 1974.

William T. Waller

Governor

By the Governor

Heber Ladner

Secretary of State



7

STATEMENT OF FEES

Filing	1400	.05
Recording	Words 3	3.55
15¢ per 100		
Certificates		.50
Indexing 15¢ each		
Separate Subdivision		
Total Fees		4.10

STATE OF MISSISSIPPI, COUNTY OF HARRISON, FIRST JUDICIAL DISTRICT:

I hereby certify that this instrument was received and filed for record at 11 o'clock and — minutes — M. on 8 day of August, A. D. 1974 and recorded Aug 9, 1974 In Records of Charters Book 13 Pages 397-402

G. N. Creel, Chancery Clerk

Deanne S. Copple

EC & Heng.

MINUTES OF MEETING OF GENERAL MEMBERSHIP
OF GOODWILL INDUSTRIES OF SOUTH MISSISSIPPI
HELD APRIL 19, 1974

A general membership meeting of Goodwill Industries of South Mississippi, an unincorporated association, was held at the Board Room of Gulf National Bank beginning at 9:30 o'clock a.m., Friday, April 19, 1974. Mr. Paul M. White, Jr., assumed the chair and announced the presence of a quorum.


A general discussion was had relating to the progress being made in South Mississippi by Goodwill Industries of South Mississippi, and an explanation made as to the purposes and requirements for establishing a non-profit corporation to continue the operations of the association. The discussion was participated in by Mr. Nelson A. Kittle, Regional Representative, who presented requested information to the group. After discussion, on motion duly made, seconded and unanimously carried, it was agreed that the non-profit corporation be chartered and organized.

Sidney Smith then moved the adoption of the following resolution:

BE IT RESOLVED, by the members of Goodwill Industries of South Mississippi, an unincorporated association, that Charles R. Galloway, Paul M. White, Jr., and Charles Brueck, Jr.; all adult resident citizens of the State of Mississippi, be and they hereby are authorized, empowered and directed to apply for a charter of incorporation of a Mississippi non-profit corporation under the corporate title of "GOODWILL INDUSTRIES OF SOUTH MISSISSIPPI, INC."

BE IT FURTHER RESOLVED, that the said persons be, and they are further authorized, empowered and directed to do and perform each and every act necessary or convenient in obtaining the aforementioned charter of incorporation of a non-profit corporation.

There being no further business, on motion, the meeting was adjourned.



Charles Brueck, Jr., Secretary

* * *

CERTIFICATE

I, Charles Brueck, Jr. Secretary of the unincorporated association known as GOODWILL INDUSTRIES OF SOUTH MISSISSIPPI, do hereby certify that the foregoing is a true, accurate and complete copy of minutes of a meeting of said association held April 19, 1974, containing a resolution designating three members of the association to apply for a charter for a non-profit corporation, as the same appears duly of record in the minutes of said association in my custody and control.

CERTIFIED, this the 17th day of June, 1974.


Charles Brueck, Jr., Secretary

Furnished by Heber Ladner, Secretary of State, Jackson, Miss.

Use this form and acknowledgments in making application for Charter of Incorporation in Mississippi. Non-profit.

THE CHARTER OF INCORPORATION OF

GOODWILL INDUSTRIES OF SOUTH MISSISSIPPI, INC.

1. The corporate title of said company is:

GOODWILL INDUSTRIES OF SOUTH MISSISSIPPI, INC.

2. The names and post office addresses of the incorporators are:

(The application must show affirmatively that all incorporators are adult resident citizens of Mississippi, and attach a certified copy of resolution of an existing association authorizing, directing and empowering the incorporators to make application for a grant of charter.)

Name	Street & No.	City	State
Charles R. Galloway	2300 14th Street	Gulfport, Miss.	39501
Paul M. White, Jr.	Gulf National Bank	Gulfport, Miss.	39501
Charles Brueck, Jr.	United Gas Co.	Gulfport, Miss.	39501

All Incorporators are adult resident citizens of the State of Mississippi.

3. The domicile is at 2300 14th Street, Gulfport, Mississippi 39501
(Street and No.) (City) (State)

4. (Here set out that the corporation is Non-Profit and no shares of stock shall be issued and the type of organization, As authorized by the provisions of Section 5310.1, Recompiled (Revised) Code of Mississippi of 1942, and amendments thereto.)

This corporation is Non-Profit, and no shares of stock are to be issued. This corporation is organized exclusively for religious, charitable and educational purposes, and is of the type authorized by Section 79-11-1 of the Mississippi Code of 1972, Annotated.

5. Period of existence shall be perpetual.

6. The purpose for which it is created, not contrary to law, including a statement of the rights and powers that are to be exercised by said corporation, which said rights and powers shall be limited to those reasonably necessary to accomplish the stated purpose of the association being incorporated:

This corporation is organized and to be operated exclusively for religious, charitable, and educational purposes. It is not organized for profit nor shall any of its net earnings inure in whole or part to the benefit of private stockholders, members or individuals. No substantial part of the activities of this corporation is attempting to influence legislation by propaganda or otherwise, nor participating in any political campaign in behalf of any candidate for public office.

It shall provide rehabilitation services, training, employment and opportunities for personal growth as an interim step in the rehabilitation process for the handicapped, disabled and the disadvantaged who cannot be readily absorbed in the competitive labor market or during such time as employment opportunities for them in the competitive labor market do not exist. By the inspiration of religion, through the skillful use of recognized techniques of rehabilitation, social work, life guidance, evaluation, training and useful employment, this corporation shall seek to assist the handicapped, the disabled and the disadvantaged to attain the fullest development of which they are capable.

Articles of Incorporation

City, State, ZIP5, ZIP4

GULFPORT,

Ms

39501-6524

Name

Street

City, State, ZIP5, ZIP4

Name

Street

City, State, ZIP5, ZIP4

Name

Street

City, State, ZIP5, ZIP4

8. Other Provisions

See Attached

9. Incorporators' Signatures (please keep writing within blocks)

Leroy J. Madenhead

Articles of Incorporation

The undersigned, pursuant to Section 79-4-2.02 (if a profit corporation) or Section 79-11-137 (if a nonprofit corporation) of the Mississippi Code of 1972, hereby executes the following document and sets forth:

1. Type of Corporation

☐

Profit

☒

Nonprofit

2. Name of the Corporation

MISSISSIPPI GOODWORKS, INC.

3. The future effective date is
(Complete if applicable)

4. FOR NONPROFITS ONLY: The period of duration is

years or

☒

perpetual

5. FOR PROFITS ONLY: The Number (and Classes) If any of shares the corporation is authorized to issue is (are) as follows

Classes

of Shares Authorized

If more than one (1) class of shares is authorized, the preferences, limitations, and relative rights of each class are as follows:

(See Attached)

6. Name and Street Address of the Registered Agent and Registered Office is

Name

JOHN GALLOWAY

Physical Address

1300 25TH ST SUITE 204

P.O. Box

4248

City, State, ZIP5, ZIP4

GULFPORT

MS

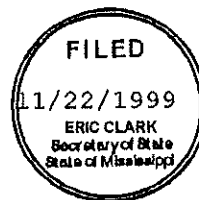
39502-4248

7. The name and complete address of each incorporator are as follows

Name

LEROY J. MOEDENBACH

Street

2407 31ST STREET

ATTACHMENT H

Redaction Notice

Offerors shall acknowledge which of the following statements is applicable regarding release of its qualification as a public record. An offeror may be deemed non-responsive if the offeror does not acknowledge either statement, acknowledges both statements, or fails to comply with the requirements of the statement acknowledged. Choose one:

_____ Along with a complete copy of its qualification, offeror has submitted a second copy of the qualification in which all information offeror deems to be confidential commercial and financial information and/or trade secrets is redacted in black. Offeror acknowledges that it may be subject to exclusion pursuant to Chapter 15 of the PPRB OPSCR Rules and Regulations if the MDRS or the Public Procurement Review Board determine redactions were made in bad faith in order to prohibit public access to portions of the qualification which are not subject to Mississippi Code Annotated §§ 25-61-9, 75-26-1 through 75-26-19, and/or 79-23-1. Offeror acknowledges and agrees that MDRS may release the redacted copy of the qualification at any time as a public record without further notice to offeror. An offeror who selects this option but fails to submit a redacted copy of its qualification may be deemed non-responsive.

 X Offeror hereby certifies that the complete unredacted copy of its qualification may be released as a public record by MDRS at any time without notice to offeror. The qualification contains no information offeror deems to be confidential commercial and financial information and/or trade secrets in accordance with Mississippi Code Annotated §§ 25-61-9, 75-26-1 through 75-26-19, and/or 79-23-1. Bidder explicitly waives any right to receive notice of a request to inspect, examine, copy, or reproduce its bid as provided in Mississippi Code Annotated § 25-61-9(1)(a). An offeror who selects this option but submits a redacted copy of its qualification may be deemed non-responsive.

Company Name: Goodwill Industries of South Mississippi, Inc.

Signature and Date:  10.09.25

Name and Title: Vicki Burton, President/CEO

Name and Title: Vicki Burton, President/CEO

**STATE OF MISSISSIPPI DEPARTMENT OF REHABILITATION SERVICES CONTRACT
FOR PROFESSIONAL SERVICES**

1. Parties. The parties to this contract are the Mississippi Department of Rehabilitation Services (hereinafter "MDRS") and [Contractor Name] (hereinafter "Contractor").
2. Purpose. The purpose of this contract is for MDRS to engage Contractor to provide certain professional services as set forth in RFQ 3120003211, issued by MDRS and incorporated herein by reference. Contractor is one of the vendors selected through the above referenced RFQ.
3. General Terms and Conditions. This contract is hereby made subject to the terms and conditions included in Exhibit "A", attached hereto and incorporated herein, captioned "General Terms and Conditions."
4. Scope of Services. Contractor will perform and complete in a timely and satisfactory manner the services described in Exhibit "B", attached hereto and incorporated herein, captioned "Scope of Services."
5. Consideration. As consideration for the performance of the services referenced in Exhibit "B", MDRS agrees to compensate Contractor as provided in Exhibit "B", attached hereto and incorporated herein, captioned "Compensation."
6. Period of Performance. This contract will become effective for the period beginning September 12, 2025 and ending on September 11, 2026, upon the approval and signature of the parties hereto. MDRS has the option to renew the contract for four (4) successive one-year period(s).
7. Notices. All notices required or permitted to be given under this agreement must be in writing and personally delivered or sent by certified United States mail, postage prepaid, return receipt requested, to the party to whom the notice should be given at the address set forth Exhibit "C", attached hereto and incorporated herein, captioned "Notifications."

In witness whereof, the parties hereto have affixed, on duplicate originals, their signatures on the date indicated below, after first being authorized so to do.

DATE

By: _____

Samandra Murphy, Chief of Staff
Mississippi Department of Rehabilitation Services

DATE

By: _____

EXHIBIT A**GENERAL TERMS AND CONDITIONS**

1. Anti-assignment/subcontracting. Contractor acknowledges that it was selected by the State to perform the services required hereunder based, in part, upon Contractor's special skills and expertise. Contractor shall not assign, subcontract, or otherwise transfer this agreement, in whole or in part, without the prior written consent of the State, which the State may, in its sole discretion, approve or deny without reason. Any attempted assignment or transfer of its obligations without such consent shall be null and void. No such approval by the State of any subcontract shall be deemed in any way to provide for the incurrence of any obligation of the State in addition to the total fixed price agreed upon in this agreement. Subcontracts shall be subject to the terms and conditions of this agreement and to any conditions of approval that the State may deem necessary. Subject to the foregoing, this agreement shall be binding upon the respective successors and assigns of the parties.
2. Applicable Law. The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of laws provisions, and any litigation with respect thereto shall be brought in the courts of Mississippi.
3. Attorneys' Fees and Expenses. Subject to other terms and conditions of this agreement, in the event Contractor defaults in any obligations under this agreement, Contractor shall pay to the State all costs and expenses (including, without limitation, investigative fees, court costs, and attorney's fees) incurred by the State in enforcing this agreement or otherwise reasonably related thereto. Contractor agrees that under no circumstances shall the customer be obligated to pay any attorney's fees or costs of legal action to Contractor.
4. Availability of Funds. It is expressly understood and agreed that the obligation of MDRS to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt the appropriated funds. If the funds anticipated for the continuing time fulfillment of the agreement are, at any time, not forthcoming or insufficient, regardless of the source of funding, MDRS shall have the right upon 10 business days written notice to Contractor, to terminate this agreement without damage, penalty, cost or expense to the MDRS of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.
5. Compliance with Equal Opportunity in Employment Policy. Contractor understands that the MDRS is an equal opportunity employer and therefore, maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful, and Contractor agrees during the term of the agreement that Contractor will strictly adhere to this policy in its employment practices and provision of services.
6. Compliance with Laws. Contractor shall comply with, and all activities under this agreement shall be subject to, all applicable federal, state, and local laws and regulations, as now existing and as may be amended or modified.
7. Conflict of Interest. Contractor represents, to the best of his or her knowledge and belief, that this contract does not present the Contractor with a conflict of interest with respect to any past, current, or potential contract or

employment such that the Contractor would be unable to perform impartially and without bias. Contractor must also refrain from using confidential or protected personally identifiable information for any other purpose other than to perform the duties required by this contract.

8. Disputes. Any dispute concerning a question of fact arising under this Contract shall be disposed of by good faith negotiation between duly authorized representative of MDRS and the Contractor. Disputes that cannot be resolved in this manner shall be determined by a court of competent jurisdiction in Hinds County, Mississippi. Pending final decision of a dispute, the Contractor shall proceed diligently with the performance of its obligation in this agreement.
9. E-Payment. Contractor agrees to accept all payments in United States currency via the State of Mississippi's electronic payment and remittance vehicle. The Agency agrees to make payment in accordance with Mississippi "Timely Payments for Purchases by Public Bodies" laws, which generally provide for payment of undisputed amounts by the Agency within 45 calendar days of receipt of invoice. Mississippi Code Annotated § 31-7-301, et seq
10. E-Verification. If applicable, Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act and will register and participate in the status verification system for all newly hired employees. Mississippi Code Annotated §§ 71-11-1 and 71-11-3. Contractor agrees to provide a copy of each verification upon request of the MDRS subject to approval by any agencies of the United States Government. Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws.

The breach of this clause may subject Contractor to the following: (1) termination of this contract and exclusion pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations; (2) the loss of any license, permit, certification or other document granted to Contractor by an agency, department, or governmental entity for the right to do business in Mississippi; or (3) both. In the event of such termination, Contractor would also be liable for any additional costs incurred by the Agency due to Contract cancellation or loss of license or permit to do business in the state.

11. Entire Agreement. This Contract, RFQ 3120003211, it's amendments, and the Contractor's submitted Statement of Qualifications constitute the entire agreement of the parties with respect to the subject matter contained herein and supersedes and replaces any and all prior negotiations, understandings and agreements, written or oral, between the parties relating thereto.
12. Failure to Deliver. In the event of failure of Contractor to deliver services in accordance with the contract terms and conditions, MDRS, after due oral or written notice, may procure the services from other sources and hold Contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies that MDRS may have.
13. Failure to Enforce. Failure by MDRS at any time to enforce the provisions of the contract shall not be construed as a waiver of any such provisions. Such failure to enforce shall not affect the validity of the contract or any part thereof or the right of MDRS to enforce any provision at any time in accordance with its terms.
14. Force Majeure. Each party shall be excused from performance for any period and to the extent that it is prevented from performing any obligation or service, in whole or in part, as a result of causes beyond the reasonable control

and without the fault or negligence of such party and/or its subcontractors. Such acts shall include without limitation acts of God, strikes, lockouts, riots, acts of war, epidemics, governmental regulations superimposed after the fact, fire, earthquakes, floods, or other natural disasters ("force majeure events"). When such a cause arises, Contractor shall notify the State immediately in writing of the cause of its inability to perform, how it affects its performance, and the anticipated duration of the inability to perform. Delays in delivery or in meeting completion dates due to force majeure events shall automatically extend such dates for a period equal to the duration of the delay caused by such events, unless the State determines it to be in its best interest to terminate the agreement.

15. HIPAA Compliance. Contractor agrees to comply with the "Administrative Simplification" provisions of the Health Insurance Portability and Accountability Act of 1996, including electronic data interchange, code sets, identifiers, security, and privacy provisions, as may be applicable to the services under this contract.
16. Indemnification. To the fullest extent allowed by law, Contractor shall indemnify, defend, save and hold harmless, protect, and exonerate the agency, its commissioners, board members, officers, employees, agents, and representatives, and the State of Mississippi from and against all claims, demands, liabilities, suits, actions, damages, losses, and costs of every kind and nature whatsoever including, without limitation, court costs, investigative fees and expenses, and attorney's fees, arising out of or caused by Contractor and/or its partners, principals, agents, employees and/or subcontractors in the performance of or failure to perform this agreement. In the State's sole discretion upon approval of the Office of the Mississippi Attorney General, Contractor may be allowed to control the defense of any such claim, suit, etc. In the event Contractor defends said claim, suit, etc., Contractor shall use legal counsel acceptable to the Office of the Mississippi Attorney General. Contractor shall be solely responsible for all costs and/or expenses associated with such defense, and the State shall be entitled to participate in said defense. Contractor shall not settle any claim, suit, etc. without the concurrence of the Office of the Mississippi Attorney General, which shall not be unreasonably withheld.
17. Independent Contractor Status. Contractor shall, at all times, be regarded as and shall be legally considered an independent contractor and shall at no time act as an agent for the State. Nothing contained herein shall be deemed or construed by the State, Contractor, or any third party as creating the relationship of principal and agent, master and servant, partners, joint ventures, employer and employee, or any similar such relationship between the State and Contractor. Neither the method of computation of fees or other charges, nor any other provision contained herein, nor any acts of the State or Contractor hereunder creates, or shall be deemed to create a relationship other than the independent relationship of the State and Contractor. Contractor's personnel shall not be deemed in any way, directly or indirectly, expressly or by implication, to be employees of the State. Neither Contractor nor its employees shall, under any circumstances, be considered servants, agents, or employees of MDRS, and MDRS shall be at no time legally responsible for any negligence or other wrongdoing by Contractor, its servants, agents, or employees. MDRS shall not withhold from the contract payments to Contractor any federal or state unemployment taxes, federal or state income taxes, Social Security tax, or any other amounts for benefits to Contractor. Further, MDRS shall not provide to Contractor any insurance coverage or other benefits, including Worker's Compensation, normally provided by the State for its employees.
18. Insurance. The Contractor represents that it will maintain workers' compensation insurance as required by the State of Mississippi which shall inure to the benefit of all the Contractor's personnel provided hereunder. The Mississippi Department of Rehabilitation Services reserves the right to request from carriers, certificates of insurance regarding the required coverage. Insurance carriers must be licensed or hold a Certificate of Authority from the Mississippi Department of Insurance.

19. Modification or Renegotiation. This agreement may be modified only by written agreement signed by the parties hereto. The parties agree to renegotiate the agreement if federal and/or state revisions of any applicable laws or regulations make changes in this agreement necessary.
20. No Limitation of Liability. Nothing in this agreement shall be interpreted as excluding or limiting any liability of the Contractor for harm arising out of the Contractor's or its subcontractors' performance under this agreement.
21. Non-solicitation of Employees. Each party to this agreement agrees not to employ or to solicit for employment, directly or indirectly, any persons in the full-time or part-time employment of the other party until at least six (6) months after this agreement terminates unless mutually agreed to in writing by the State and Contractor.
22. Ownership of Documents and Work Papers. MDRS shall own all documents, files, reports, work papers and working documentation, electronic or otherwise, created in connection with the project which is the subject of this agreement, except for Contractor's internal administrative and quality assurance files and internal project correspondence. Contractor shall deliver such documents and work papers to MDRS upon termination or completion of the agreement. The foregoing notwithstanding, Contractor shall be entitled to retain a set of such work papers for its files. Contractor shall be entitled to use such work papers only after receiving written permission from MDRS and subject to any copyright protections. Notwithstanding anything to the contrary, the above information and/or materials do not include any Contractor Pre-existing Material, including but not limited to material that was developed prior to the Effective Date that is used, without modification, in the performance of the Agreement. "Contractor Pre-existing Material" means curriculum (including but not limited to the Next Up curriculum, its videos, and lesson plans), materials, code, methodology, concepts, process, systems, technique, trade or service marks, copyrights, or other intellectual property right developed, licensed or otherwise acquired by Contractor, independent of the services to be rendered under this agreement. To the extent the above described information and/or materials contain Contractor Pre-existing Material, Contractor hereby grants to MDRS an irrevocable, perpetual, nonexclusive, royalty-free, world-wide license to use, execute, reproduce, display, perform, and distribute copies of Contractor Pre-existing Material, but only as they are incorporated into and form a part of the works developed for MDRS pursuant to this agreement.

Additionally, Contractor assures that any and all information regarding clients of MDRS will be kept strictly confidential pursuant to 34 CFR 361.38 and will become the property of MDRS. Contractor assures that MDRS shall have full access to all information collected. The Contractor is prohibited from use of the above described information and/or materials without the express written approval of MDRS.

Paper documents containing Personally Identifiable Information must be destroyed by burning, pulping, shredding, macerating, or other similar means that ensures the information cannot be recovered. If there are electronic devices and media (for example, computers, disk drives, CD's, Jump/Flash drives, magnetic tape, etc.) that need to be disposed of, please contact MDRS for further guidance on approved methods on destroying electronic devices and related media.

23. Paymode. Payments by MDRS using the state's accounting system shall be made and remittance information provided electronically as directed by the state and deposited into the bank account of Contractor's choice. The MDRS may, at its sole discretion, require Contractor to electronically submit invoices and supporting

documentation at any time during the term of this Agreement. Contractor understands and agrees that the Agency is exempt from the payment of Mississippi taxes. All payments shall be in United States currency.

24. Personally Identifiable Information. Contractor will not disclose or release any Personally Identifiable Information (PII) to which the Contractor has access except as required to do so to authorized employees and officials within the scope of the Contractor's duties under this contract. Furthermore, Contractor acknowledges that any unauthorized disclosure of the information provided under this contract may violate the terms of Section 1106 of the Social Security Act and the Privacy Act, 5 U.S.C. 552a and subject the Contractor to penalties.
25. Procurement Regulations. This contract shall be governed by the applicable provisions of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations, a copy of which is available on the Mississippi Department of Finance and Administration's website (www.dfa.ms.gov). Any offeror responding to a solicitation for personal and professional services and any contractor doing business with a state Agency is deemed to be on notice of all requirements therein.
26. Property Rights. Property rights do not inure to Contractor until such time as services have been provided under a legally executed contract. Contractor has no legitimate claim of entitlement to the provision of work hereunder and acknowledges that the MDRS may terminate this contract at any time for its own convenience.
27. Record Retention and Access to Records. Provided Contractor is given reasonable advance written notice and such inspection is made during normal business hours of Contractor, the State or any duly authorized representatives shall have unimpeded, prompt access to any of Contractor's books, documents, papers, and/or records which are maintained or produced as a result of the project for the purpose of making audits, examinations, excerpts, and transcriptions. All records related to this agreement shall be retained by Contractor for three (3) years after final payment is made under this agreement and all pending matters are closed; however, if any audit, litigation or other action arising out of or related in any way to this project is commenced before the end of the three (3) year period, the records shall be retained for one (1) year after all issues arising out of the action are finally resolved or until the end of the three (3) year period, whichever is later.
28. Recovery of Money. Whenever, under the contract, any sum of money shall be recoverable from or payable by Contractor to MDRS, the same amount may be deducted from any sum due to Contractor under the contract or under any other contract between Contractor and MDRS. The rights of MDRS are in addition and without prejudice to any other right MDRS may have to claim the amount of any loss or damage suffered by MDRS on account of the acts or omissions of Contractor.
29. Representation Regarding Contingent Fees. Contractor represents that it has not retained a person to solicit or secure a state contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's bid or proposal.
30. Representation Regarding Gratuities. Contractor represents that it has not, is not, and will not offer, give, or agree to give any employee or former employee of MDRS a gratuity or offer of employment in connection with any approval, disapproval, recommendation, development, or any other action or decision related to the solicitation and resulting contract. Contractor further represents that no employee or former employee of MDRS has or is soliciting, demanding, accepting, or agreeing to accept a gratuity or offer of employment for the reasons previously stated; any such action by an employee or former employee in the future, if any, will be rejected by contractor. Contractor further represents that it is in compliance with the Mississippi Ethics in Government laws,

codified at Mississippi Code Annotated §§ 25-4-101 through 25-4-121, and has not solicited any employee or former employee to act in violation of said law.

31. Requirements Contract. During the period of the contract, Contractor shall provide all the service described in the contract. Contractor understands and agrees that this is a requirements contract and that the Mississippi Department of Rehabilitation Services shall have no obligation to Contractor if no services are required. Any quantities that are included in the scope of work reflect the current expectations of the Mississippi Department of Rehabilitation Services for the period of the contract. The amount is only an estimate and Contractor understands and agrees that MDRS is under no obligation to Contractor to buy any amount of the services as a result of having provided this estimate or of having any typical or measurable requirement in the past. Contractor further understands and agrees that MDRS may require services in an amount less than or in excess of the estimated annual contract amount and that the quantity actually used, whether in excess of the estimate or less than the estimate, shall not give rise to any claim for compensation other than the total of the unit prices in the contract for the quantity actually used.
32. Right to Audit. Contractor shall maintain such financial records and other records as may be prescribed by MDRS or by applicable federal and state laws, rules, and regulations. Contractor shall retain these records for a period of three years after final payment, or until they are audited by MDRS, whichever event occurs first. These records shall be made available during the term of the contract and the subsequent three-year period for examination, transcription, and audit by the Mississippi State Auditor's Office, its designees, or other authorized bodies.
33. Severability. If any part of this agreement is declared to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of the agreement that can be given effect without the invalid or unenforceable provision, and to this end the provisions hereof are severable. In such event, the parties shall amend the agreement as necessary to reflect the original intent of the parties and to bring any invalid or unenforceable provisions in compliance with applicable law.
34. Stop Work Order. The MDRS may, by written order to Contractor at any time, require Contractor to stop all or any part of the work called for by this contract. This order shall be for a period of time specified by the MDRS. Upon receipt of such an order, Contractor shall forthwith comply with its terms and take all reasonable steps to minimize any further cost to the MDRS. Upon expiration of the stop work order, Contractor shall resume providing the services which were subject to the stop work order, unless the MDRS has terminated that part of the agreement or terminated the agreement in its entirety. The MDRS is not liable for payment for services which were not rendered due to the stop work order.
35. Termination.

Termination for Convenience. The MDRS may, when the interests of the Agency so require, terminate this contract in whole or in part, for the convenience of the Agency. The MDRS shall give written notice of the termination to Contractor specifying the part of the contract terminated and when termination becomes effective. Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor shall complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.

Termination for Default. If the MDRS gives the Contractor a notice that the personal or professional services are being provided in a manner that is deficient, the Contractor shall have 30 days to cure the deficiency. If the Contractor fails to cure the deficiency, the MDRS may terminate the contract for default and the Contractor will be liable for the additional cost to the MDRS to procure the personal and professional services from another source. Termination under this paragraph could result in Contractor being excluded from future contract awards pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations. Any termination wrongly labelled termination for default shall be deemed a termination for convenience.

36. Trade Secrets, Commercial and Financial Information. It is expressly understood that Mississippi law requires that the provisions of this contract which contain the commodities purchased or the personal or professional services provided, the price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information and shall be available for examination, copying, or reproduction.
37. Required Public Records and Transparency. Upon execution of a contract, the provisions of the contract which contain the personal or professional services provided, the unit prices, the overall price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information pursuant to Mississippi Code Annotated § 25- 61-9(7). The contract shall be posted publicly on www.transparency.ms.gov and shall be available for at the Agency for examination, inspection, or reproduction by the public. The contractor acknowledges and agrees that the MDRS and this contract are subject to the Mississippi Public Records Act of 1983 codified at Mississippi Code Annotated §§ 25-61-1, et seq. and its exceptions, Mississippi Code Annotated § 79-23-1, and the Mississippi Accountability and Transparency Act of 2008, codified at Mississippi Code Annotated §§ 27-104-151, et seq.
38. Waiver. No delay or omission by either party to this agreement in exercising any right, power, or remedy hereunder or otherwise afforded by contract, at law, or in equity shall constitute an acquiescence therein, impair any other right, power or remedy hereunder or otherwise afforded by any means, or operate as a waiver of such right, power, or remedy. No waiver by either party to this agreement shall be valid unless set forth in writing by the party making said waiver. No waiver of or modification to any term or condition of this agreement will void, waive, or change any other term or condition. No waiver by one party to this agreement of a default by the other party will imply, be construed as or require waiver of future or other defaults.
39. Approval Clause. It is understood that if this contract requires approval by the Public Procurement Review Board ("PPRB") and/or the Department of Finance and Administration Office of Personal Service Contract Review ("OPSCR"), and this contract is not approved by PPRB and/or OPSCR, it is void and no payment shall be made hereunder.

EXHIBIT "B"

SERVICES AND COMPENSATION

SCOPE OF SERVICES

In fulfillment of the purposes of this Agreement, the Contractor shall provide MDRS with the professional services needed to create and host comprehensive training events for MDRS clients. Services shall be provided in accordance with the terms set forth in the Request for Qualifications RFQ 3120003211 issued by MDRS, and are further described in Exhibit "D", captioned "Statement of Qualifications", attached hereto and made a part hereof by reference.

COMPENSATION

In furtherance of the performance of the services referenced above, MDRS agrees to compensate the Contractor at the rates listed below. Purchases under this Agreement shall be subject to any limitations contained in Exhibit D. Contractor agrees to ensure the funds subject to this Agreement are used in accordance with conditions, requirements and restrictions of federal, state and local laws, as well as any terms and conditions set forth in the Request for Qualifications.

Pre-Employment Transition Services	Group Rate	Individual Rate
Workplace Readiness Training	\$75.00 per unit/per student	\$85.00 per unit/per student
Work Based Learning Experience	\$100.00 per unit/per student	\$110.00 per unit/per student
Job Exploration Counseling	\$75.00 per unit/per student	\$85.00 per unit/per student
Counseling on Post Secondary Education and Training Opportunities	\$75.00 per unit/per student	\$85.00 per unit/per student
Instruction in Self-Advocacy Training	\$75.00 per unit/per student	\$85.00 per unit/per student

The Contractor shall invoice MDRS monthly as needed. The final invoice to MDRS shall be sent within thirty (30) days after the Agreement ending date. The invoice should have appropriate documentation substantiating actual expenses.

It is expressly understood and agreed that in no event will the total compensation to be paid hereunder exceed the specified amount of XXXXXXXX Dollars (\$XX,XXX.XX).

EXHIBIT "C"

NOTIFICATIONS

Notices. All notices required or permitted to be given under this agreement must be in writing and personally delivered or sent by certified United States mail, postage prepaid, return receipt requested, to the party to whom the notice should be given at the address set forth below. Notice shall be deemed given when actually received or when refused. The parties agree to promptly notify each other in writing of any change of address.

For MDRS: Billy Taylor, Executive Director
Mississippi Department of Rehabilitation Services
Post Office Box 1698
Jackson, Mississippi 39215-1698

[with Copy to Contract Coordinator]

For the Contractor: [Contractor Name], [Title]
[Company Name]
[Mailing Address]
[City], [State] [Zip Code]

EXHIBIT D

Statement of Qualifications

[Contractor's proposal shall be detailed within this Exhibit.]

**AMENDMENT #1
TO THE REQUEST FOR QUALIFICATIONS
FOR PRE-EMPLOYMENT TRANSITION SERVICES
RFQ #3120003211**

- Q1:** Do I put the counties I was approved for when I first applied, or the counties I'll be working this school year? Also, with the increased school, will my budget change?
- A1:** In your proposal, you must complete Attachment F – Areas of Coverage, which specifically requires you to list the counties where you can perform Pre-ETS services. The RFQ also states that providers must “specify the geographic area(s) in which services can be provided, as well as how the services will be delivered.” This means you should report the counties you will actually cover during the upcoming school year—not just those from your original approval. The coverage section is about current capacity and service delivery, not historical approval. Budgets will be based on coverages areas and the staff’s review of the proposals.
- Q2:** Page 13, Section 4.3 discusses Marked and Unmarked documents. Page 15, Section 5.1 in bold states Unmarked documents are no longer required. Could you please clarify this information on what is needed for submittal?
- A2:** Please disregard Section 4.3. Proposals are no longer required to be submitted as “unmarked”. You are only required to submit a REDACTED version if you include proprietary information in your proposal that you do not wish to be posted to the public. Further details on redactions can be found in Attachment H “Redaction Notice”, on page 31 of the RFQ.
- Q3:** I am a Louisiana-based sole proprietor. The RFQ notes that “sole proprietors are not required to register with the Mississippi Secretary of State.” Can you confirm if any additional steps (e.g., business license or local registration) are required for a Louisiana sole proprietor to qualify prior to contract award?
- A3:** MDRS only requires that the business be registered with the Mississippi Secretary of State if necessary, and have any license or certification required to do business in the State. For more information on what is required for your specific business to operate in the state, you may contact the Business Services & Regulation department of the Mississippi Secretary of State’s office at 601-359-1633.

Q4: Since the rate sheet is provided in the RFQ, should I simply confirm acceptance of the published group/individual rates, or do I need to calculate an estimated number of students and present a total cost based on that estimate?

A4: MDRS will set the totals for these contracts. You are not required to submit a total cost estimate.

Q5: The RFQ requests an insurance certificate. Should proof of insurance be submitted with the proposal or only upon award? As a sole proprietor, is there a waiver process or flexibility until staff or subcontractors are added?

A5: If available, you should submit the insurance certificate with your proposal. DFA may withhold the final approval of your contract if it's not submitted.

Please note that businesses that have less than 5 full-time employees are not required to carry workers compensation insurance per Mississippi law. If you are not required to have workers compensation insurance, please make a note of this in Attachment G "Additional Data" of your proposal.

Q6: Section 5.2 states:

"The original and 1 copy of the proposal, 2 copies total with an electronic version, shall be signed, placed in a sealed envelope or package, and submitted..."

Could you confirm if this means:

- I should submit one signed paper original, one signed paper copy, **and** a USB flash drive with the electronic version (PDF)?
- Or is a single printed version plus the electronic copy sufficient?

A6: You may submit a single printed version plus the electronic copy.

Q7: Is there a specific type or size of envelope/package required for submission (e.g., manila envelope, sealed box), or simply any sealed envelope clearly labeled with the RFQ number and opening date?

A7: There is no specific type of box or envelope that is required.

Q8: Are payments issued on net 45 terms from receipt of invoice, or is there a different payment schedule that MDRS follows for Pre-ETS providers?

A8: All MDRS invoices use the net 45 payment terms per state law.

Q9: Section 1.11 references an “Unmarked Proposal” with no self-identifying information, while Section 5.1 notes that unmarked proposals are no longer required and instead all sections should be marked. Could you clarify what is currently required:

Do I need to prepare a separate “unmarked” version of my proposal with no logos or identifiers?

Should I simply submit one version with all sections “marked” as indicated (Attachments A–H and proposal narrative), plus a redacted copy if I have trade secrets?

A9: Section 5.1 is correct. You are no longer required to submit an “unmarked” proposal. Your proposal may have identifying information (logos, staff names, etc.). However, you do have the option of submitting a “Redacted” version if there is proprietary information in your submission that you do not wish to be made public knowledge. (see attachment H of the RFQ for more information).

Q10: Does this RFQ include post secondary institutions?

A10: Pre-Employment Transition Services can be provided to students enrolled in post-secondary institutions. Also, if a Post-Secondary Institution provides Pre-Employment Transition Services, they can submit a RFQ.

Q11: Will Entrepreneurship classes be considered a Pre Employment Transition service?

A11: Self-employment/entrepreneurship would fall under Job Exploration Counseling.

Q12: The RFQ states that services must be delivered in an integrated setting? What is the definition of an integrated setting? Can Pre Employment Transition services be delivered in a virtual setting?

A12: The RFQ specifies that “all pre-employment services under this procurement must be provided in an integrated setting” In this context, an integrated setting means students with disabilities participate in services alongside peers without disabilities to the maximum extent possible, consistent with WIOA’s definition of integrated employment and training environments. It emphasizes inclusion in typical school, workplace, or community environments—not segregated or disability-only settings.

The RFQ also requires providers to specify both the geographic area(s) in which services will be provided and how services will be delivered. This language allows for flexibility in delivery methods, including virtual instruction, as long as:

- The service is pre-approved by MDRS,

- It aligns with one of the five required Pre-ETS categories, and
- It is designed to maintain the integrated setting requirement.

Therefore, Pre-ETS may be delivered virtually if MDRS authorizes (it and if the virtual format still supports interaction consistent with an integrated learning environment.

An integrated setting means providing Pre-ETS in environments where students with disabilities are included alongside peers without disabilities, not in segregated programs. Virtual services are permissible under the RFQ, provided they are authorized by MDRS and delivered in a way that supports inclusion and meets the five Pre-ETS service categories.

Q13: This RFQ states that providers must have a bachelor's degree and one year of relevant program experience. In the Job Extravaganza RFQ, providers were allowed to have an associates degree or a high school diploma with Work Keys which basically meet the Mississippi Department of Education requirements for an assistant teacher. Does this still apply for this RFQ

A13: Yes. While this RFQ outlines the standard minimum qualification of a bachelor's degree with one year of relevant program experience, the same flexibility that was applied in the Job Extravaganza RFQ continues here. That means providers may also qualify with an associate's degree or a high school diploma with WorkKeys, which aligns with the Mississippi Department of Education's requirements for an assistant teacher.

In short, both the bachelor's degree track and the alternative associate's degree/high school diploma with WorkKeys track are acceptable for this RFQ.

Q14: On page 11, the RFQ states: "the pre-service survey must accompany the initial monthly report and invoice while the post-service survey must be submitted with the final monthly report and invoice."

Could you clarify whether this requirement refers to the pre- and post-tests administered by instructors for each individual class, or whether it is intended as a program-wide pre-survey at the beginning of services and a program-wide post-survey at the conclusion of services?

Currently, we have been submitting pre- and post-tests each month with our billing paperwork. We want to confirm whether this is the correct process, or if MDRS expects a single pre-survey submitted with the first month's report/invoice and a single post-survey submitted with the final report/invoice for the year.

A14: The language on page 11 of the RFQ refers to the program-wide requirement rather than to every individual class. Specifically, the pre-service survey must be administered

to participants at the start of services and submitted with the initial monthly report and invoice, and the post-service survey must be administered at the end of services and submitted with the final monthly report and invoice

This means MDRS does not expect providers to submit pre- and post-tests for each class every month with billing paperwork. Instead, it is intended as a beginning-of-services pre-survey and an end-of-services post-survey tied to the overall service period for each student.

Q15: Page 32 says the period of performance dates are Sept 12, 2025, ending Sept 11, 2026. Page 6 says the dates are Dec 10, 2025, ending Dec 9, 2026.

A15: The correct period of performance dates are December 10, 2025 to December 9, 2026.

Respondents shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the response. The acknowledgment must be received by MDRS by the submission deadline.

Company Name: Goodwill Industries of South MS, Inc.

Signature and Date:  10.09.25

Name and Title: Vicki Burton, President / CEO

Management Summary

Mississippi Department of Rehabilitation Services

Billy Taylor, Executive Director

Lee Shirley, Director of Contracts

1281 Highway 51 North

Madison, MS 39110

Dear Sirs:

The respondent respectfully submits a Statement of Qualifications to provide Pre-Employment Transition Services (PreETS) for Mississippi Department of Rehabilitation Services (MDRS) participants within both public and private school systems across Pearl River, Stone, George, Hancock, Harrison, and Jackson Counties in Mississippi.

As one of the largest organizations to serve and employ people with disabilities in our great state, it is the company's mission to empower individuals through workforce training. Our mission encompasses the proven concept that people with disabilities, of all ages, excel and thrive to obtain employment when given the opportunity and training needed. We are committed to continually growing and adapting to provide high-quality services that address the emerging needs of youth, ages 14 to 21, with diverse learning abilities. The PreETS Program will allow us to build on our 51 years of workforce training expertise for individuals with disabilities. We will discover, encourage, and build necessary skillsets for their future successes.

The PreETS Program will provide MDRS participants ages 14 to 21 with the following services:

- Job Exploration Counseling
- Work-Based Learning Experiences
- Counseling on Post-Secondary Opportunities
- Workplace Readiness Training
- Instruction in Self-Advocacy

Based on the respondent's experience in providing Digital Skills Training and Customer Service Training by various methods, preparations can be made to adapt PreETS training from in person to virtual or hybrid should the need arise. We have the staff and support in place to provide these students and MDRS with the level of service needed for success. Upon receipt of the student's referral from the Vocational Rehabilitation Counselor, we will initiate PreETS training by communicating and coordinating with each school district while also maintaining constant interaction with MDRS.

With full support and enthusiasm of our Board of Directors and staff, we are eager to provide the PreETS Program. We will offer a dynamic service to our young people that will create a pathway to employment.

Thank you for the opportunity and consideration of our request.

PreETS for MDRS Clients

Statement of Qualifications

Respondent respectfully submits to a Statement of Qualifications to provide Pre-Employment Transition Services (PreETS) to serve MDRS participants in designated school systems within our six-county territory of Mississippi.

As one of the largest organizations to serve and employ people with disabilities in our great state, it is the company's mission to empower individuals through workforce training. Our mission encompasses the proven concept that people with disabilities, of all ages, excel and thrive to obtain employment when given the opportunity and training needed. We are committed to growth and adapt to serve the emerging needs of our youth with diverse learning abilities ranging from 14 to 21 years of age. The PreETS Program will allow us to build on our 51 years of workforce training expertise for people with disabilities. We will discover, encourage, and build necessary skill sets for their future readiness.

Respondent serves six (6) counties in south Mississippi. Our corporate office location is 1955 Pass Road in Biloxi, MS. We propose to offer our PreETS services for MDRS Students in designated school districts within the six (6) counties we serve. As of 2025, we have served Mississippians with disabilities for fifty-one (51) years. In 2024, we averaged approximately 225 employees working at fourteen (14) locations. We proudly opened our 15th location in February 2025, and successfully relocated a site to a new, updated location in July 2025. Of the five (5) workforce development staff members currently employed by our organization, two (2) have Master's Degrees in Rehabilitation Counseling, one (1) has a Bachelor's Degree in Human Services, one (1) has a Bachelor's Degree in Special Education, and one (1) has a degree in Education. In addition to the levels of education, this staff has numerous years of experience in various fields. We have three (3) employees in our organization who are former MDRS employees at leadership level totaling just under 100 years of experience. This organization has a proven history of success in training and preparing individuals with disabilities for employment careers. We have worked with the Mississippi Department of Rehabilitation Services consecutively since 1974 and Mississippi Gulf Coast Community College since 2022.

Building on our proven history of delivering high-quality training services since 1974, we have most recently expanded our success through multiple positive experiences in providing Work-Based Learning opportunities for MDRS participants. Our President/CEO has implemented Pre-Employment Transition Services (Pre-ETS) very successfully at another organization. We have the resources in place to continue this success for students to gain the knowledge needed for meaningful careers.

Pre-ETS Plan of Services

The following services will be provided in alignment with the five required Pre-Employment Transition Services (Pre-ETS) categories, ensuring students with disabilities receive meaningful opportunities to prepare for employment and post-secondary success.

- **Job Exploration Counseling**

This service will be provided using a variety of methods including Virtual Reality Career Exploration. Our VR headsets offer more than 330 immersive simulations in the following career clusters:

- Automotive
- Aviation Maintenance
- Diesel Technology
- Electrical Construction
- Hospitality and Tourism
- Manufacturing and Construction: The Skilled Trades
- Public Safety
- Virtual Healthcare Clinic
- Warehousing and Storage

In addition, we are exploring the use of O*Net OnLine and related labor market tools to enhance career exploration. Students will gain exposure to diverse career pathways, skills requirements, and real-world workplace settings.

- **Workplace Readiness Training**

Workplace readiness training will be delivered through multiple methods, including:

- Digital Skills Training (Northstar modules and practical computer skills)
- National Customer Service Certification (industry-recognized credential)
- Self-Advocacy subsections (communication, problem-solving, confidence-building)

We are also evaluating O*Net OnLine resources as an additional tool to support student skill-building. These activities will prepare students with the essential workplace, digital, and employability skills necessary for success.

- **Work-Based Learning Experience**

A Work-Based Learning Program will be established at current retail locations and/or various community locations, as appropriate. Students will gain real-world experience through structured job shadowing and skill-based rotations. Reflection activities, supervisor feedback, and resume-building supports will be incorporated to reinforce learning.

- **Instruction in Self-Advocacy**

Instruction in self-advocacy will be provided using the attached curriculum and interactive methods. Students will engage in activities that help them:

- Understand their strengths and challenges
- Communicate needs effectively
- Learn disability disclosure and workplace rights (ADA, accommodations)
- Develop confidence in speaking up for themselves in academic and employment settings

- **Counseling on Postsecondary and Training Opportunities**

To improve employment outcomes and expand access to 21st century jobs, students and families will be provided with guidance on post-secondary pathways. Services will include:

- Information on course offerings and academic requirements
- Career options and related occupational training
- Post secondary opportunities linked to specific career fields or pathways
- Guest speakers from local colleges, technical schools, and apprenticeships
- Virtual Reality Career Exploration demonstrations for postsecondary programs
- Exploration of O*Net OnLine tools for career and education planning

The provider is in possession of all required equipment, including VR headsets, digital skills training platforms, and instructional materials. Personnel are already trained and fully prepared to deliver these services effectively.

Digital Skills Training Overview

The purpose of Digital Skills Training is to equip students with the digital literacy needed to succeed in work, education, and everyday life. This training offers structured curricula, interactive online learning, and assessments across three core areas:

- Essential Computer Skills:
 - Phone Keyboard Basics & Logging in
 - Basic Computer Skills
 - Internet Basics
 - Using Email
 - Windows 11
 - Mac OS
- Essential Software Skills
 - Microsoft Word
 - Microsoft Excel
 - Microsoft PowerPoint
 - Google Docs
- Using Technology in Daily Life
 - Social Media
 - Information Literacy
 - Career Search Skills
 - Your Digital Footprint
 - Cybersecurity Basics

Digital Skills Training prepares students to become digitally literate so they can pursue and succeed in careers that provide family-sustaining wages. The program uses standards-based, interactive assessment modules to measure basic digital literacy skills and guide learners as they progress to higher levels. Lessons are designed to be simple, accessible, and easy to navigate, making them ideal for introductory computer and digital literacy courses. This training is widely used in basic skills education and serves as a foundation for developing essential digital competencies.

Three (3) sample assessments are included, due to the enormity of the file size and paper required to include assessments for all 16 classes. All other assessments are available and will be provided upon request. A sample Pre-Test and Post-Test is attached for the Digital Skills Training.

Digital Literacy Pre-Test

Date: _____

Student Name: _____ School/District: _____

Instructions: Circle Yes or No for each question.

I can turn on a computer and log in.

Yes / No

I know how to use a mouse, keyboard, or touchscreen.

Yes / No

I can open and close programs/apps.

Yes / No

I can create and save a file to a folder.

Yes / No

I know how to connect to Wi-Fi.

Yes / No

I know how to search for information online.

Yes / No

I can send and reply to an email.

Yes / No

I can recognize a safe vs. unsafe website.

Yes / No

I know how to use Microsoft Word or Google Docs to type a short document.

Yes / No

I know how to use technology for school, work, or daily life.

Yes / No

Scoring Instructions Each "Yes" = 1 point Each "No" = 0 points Total possible score = 10 points

Pre-Test Score: _____

Digital Literacy Post-Test

Date: _____

Student Name: _____ School/District: _____

Instructions: Circle Yes or No for each question.

I can turn on and log in to a computer without help.

Yes / No

I can use a mouse, keyboard, and/or touchscreen with confidence.

Yes / No

I can open, close, and switch between programs/apps.

Yes / No

I can create, save, and organize files in folders.

Yes / No

I can connect to Wi-Fi and troubleshoot basic connection issues.

Yes / No

I can search online using keywords and find reliable information.

Yes / No

I can send, reply to, and attach files in an email.

Yes / No

I can spot unsafe websites, emails, or downloads.

Yes / No

I can type and format a simple document using Word or Google Docs.

Yes / No

I can explain how digital skills are important for school, work, and daily life.

Yes / No

Scoring Instructions Each "Yes" = 1 point Each "No" = 0 points Total possible score = 10 points

Post-Test Score: _____

Northstar Digital Literacy – Class Description

The Northstar Digital Literacy program helps students build the computer and technology skills needed to succeed in school, work, and daily life. Training is hands-on, interactive, and designed for all learners, including those new to technology. Each class is connected to a Northstar assessment so students can track progress and earn certificates of completion.

Essential Computer Skills

- Phone Keyboard Basics & Logging In – Using a touchscreen keyboard and safely logging into devices.
- Basic Computer Skills – Turning on a computer, using a mouse and keyboard, and opening programs.
- Internet Basics – Searching online, using websites safely, and understanding web browsers.
- Using Email – Creating, sending, and replying to emails, including using attachments.
- Windows 11 – Navigating the latest Windows operating system.
- Mac OS – Learning the basics of Apple’s operating system.

Essential Software Skills

- Microsoft Word – Creating and formatting documents.
- Microsoft Excel – Entering data, using formulas, and making simple charts.
- Microsoft PowerPoint – Designing slideshows and presentations.
- Google Docs – Collaborating online and using cloud-based word processing.

Using Technology in Daily Life

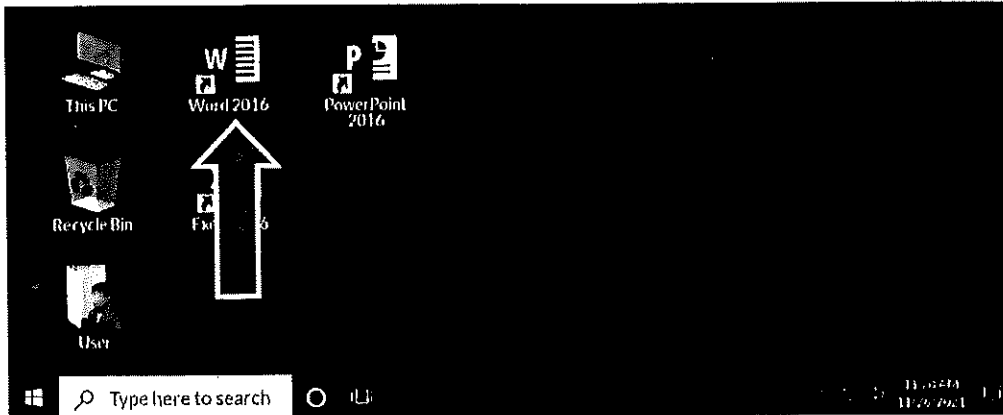
- Social Media – Using social platforms responsibly and safely.
- Information Literacy – Finding and checking reliable information online.
- Career Search Skills – Using technology to explore careers and apply for jobs.
- Your Digital Footprint – Understanding how online actions affect your reputation.
- Cybersecurity Basics – Protecting devices, personal information, and privacy online.

A certificate will be awarded to each student who successfully completed class with a passing proctored score.

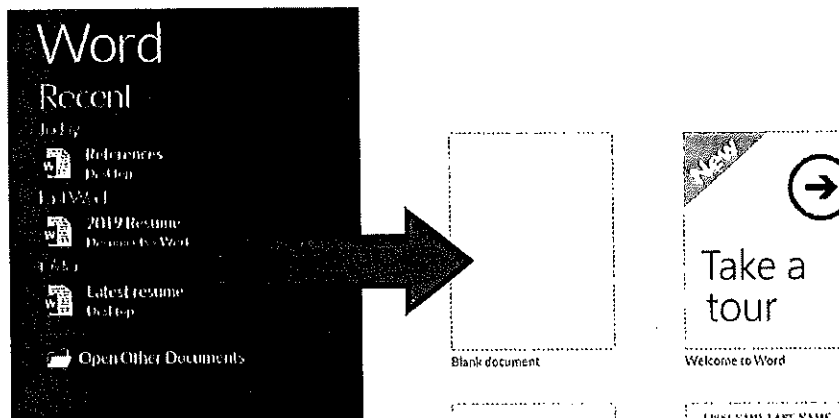


Microsoft Word

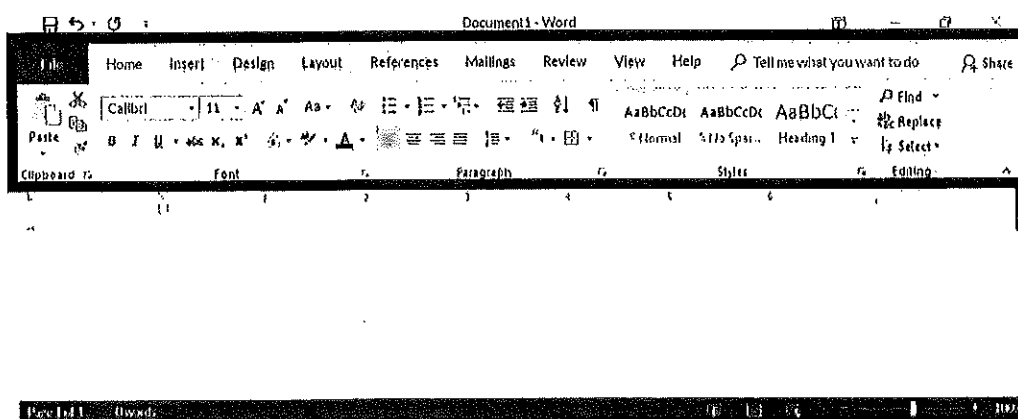
> 1. Create a new document.



> 1. Create a new document.



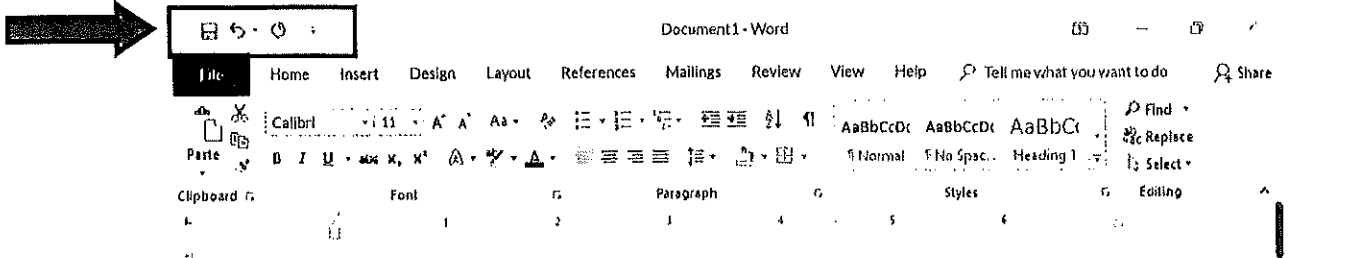
> 2. Click on the Ribbon.



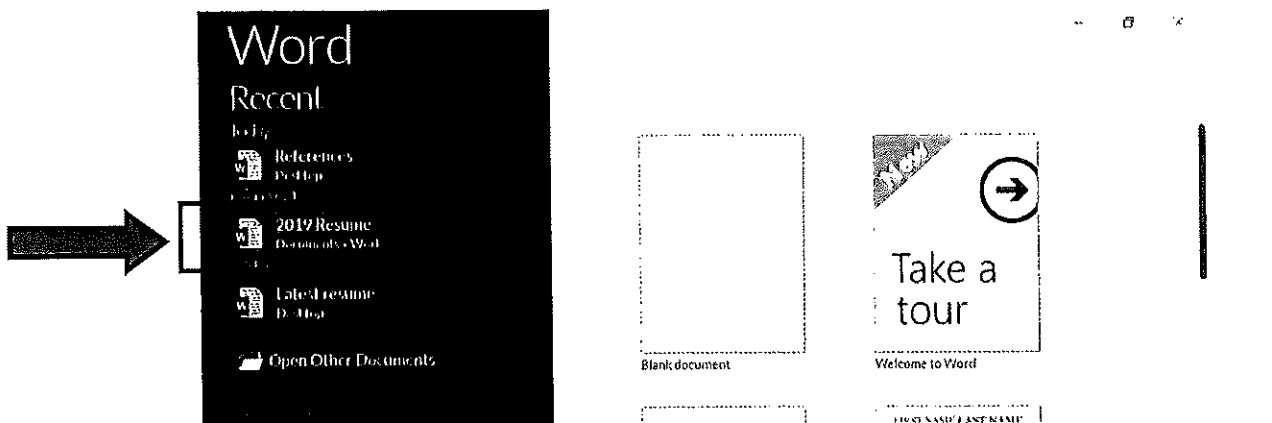


Microsoft Word

> 3. Click on the Quick Access Toolbar.



> 4. Open the document named "2019 Resume".



> 5. Select the correct answer.

You want to save the changes you made to the document, but you do not want to change the name of the document or the place where it is saved.

Do you select "Save" or "Save As?"

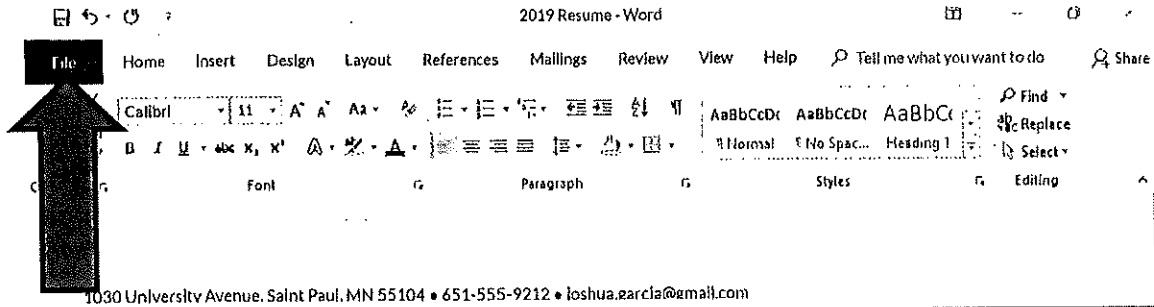
Save

Save As



Microsoft Word

> 6. Save this document as 2021 Resume , in the folder on the computer named "Employment."



> 6. Save this document as 2021 Resume ! in the folder on the computer named "Employment."



Info



Protect Document

Control what types of changes people can make to this document.



Inspect Document

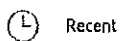
Before publishing this file, be aware that it contains:

- Document properties and author's name

> 6. Save this document as 2021 Resume ! in the folder on the computer named "Employment."



Save As



Recent



OneDrive



This



Add a Place

Current

Work
Documents > Work

Yesterday

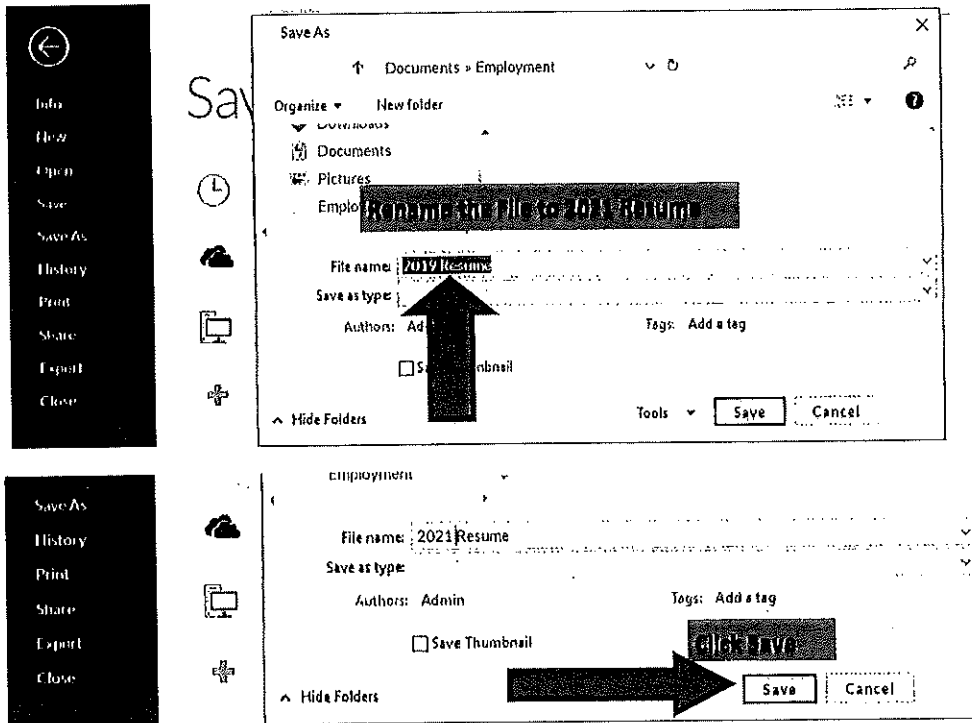
Employment
Documents > Employment

Desktop



Microsoft Word

> 6. Save this document as '2021 Resume' in the folder on the computer named "Employment."



> 7. Select the correct answer.

2021 Resume.docx

Which resume is a Microsoft Word document?

2021 Resume.rsm

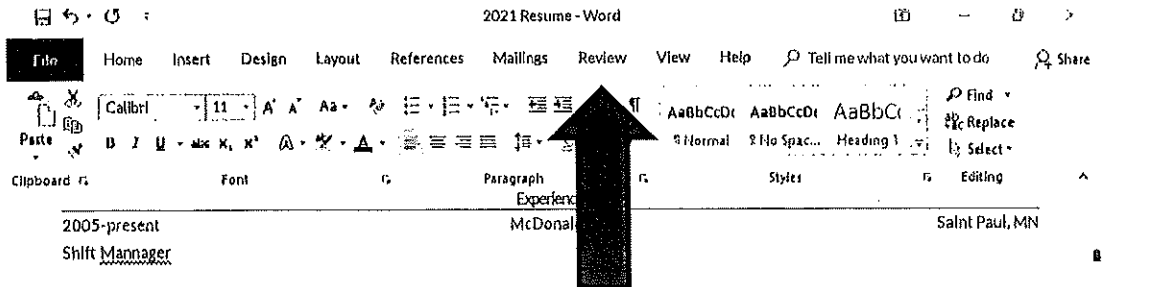
2021 Resume.pptx

2021 Resume.xlsx

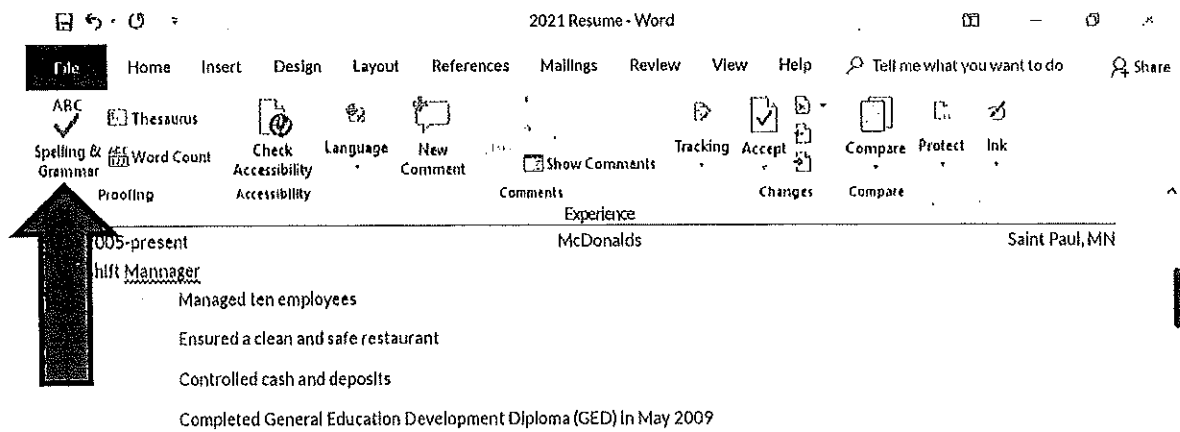


Microsoft Word

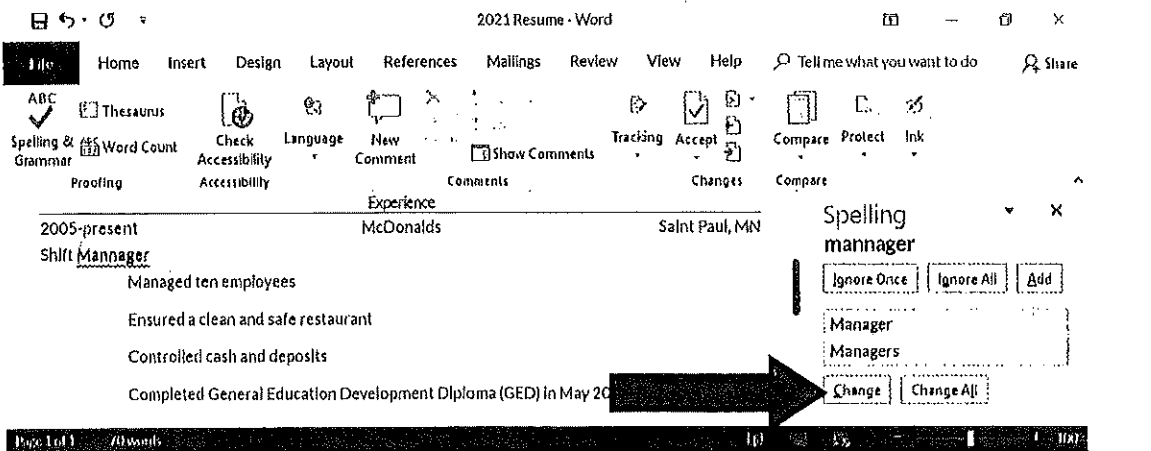
> 8. Check the spelling in the resumé.



> 8. Check the spelling in the resumé.



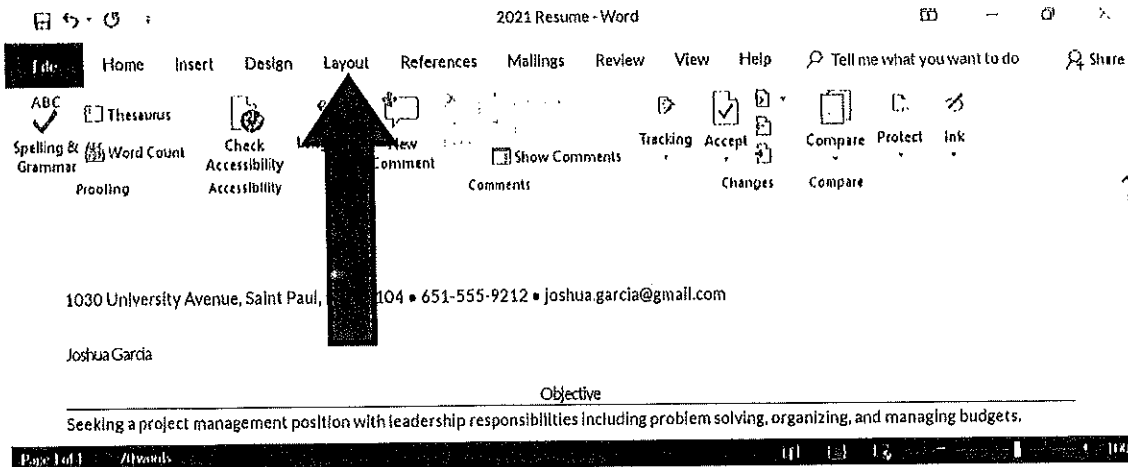
> 9. Correct the misspelled word.



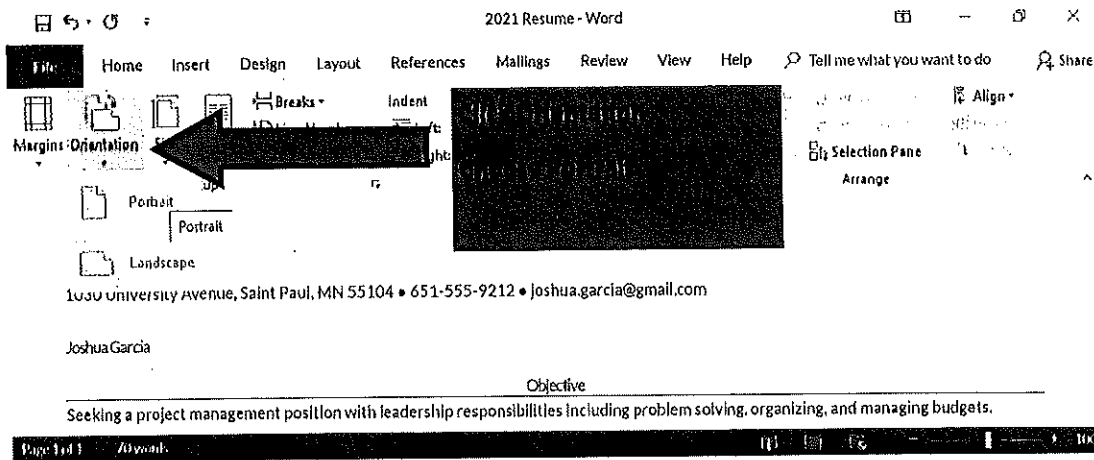


Microsoft Word

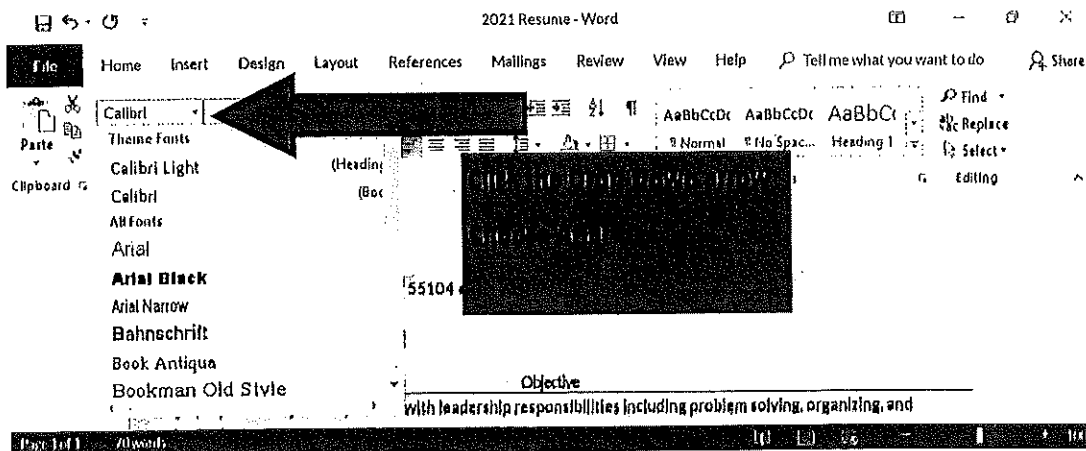
> 10. Change the document orientation to Portrait.



> 10. Change the document orientation to Portrait.



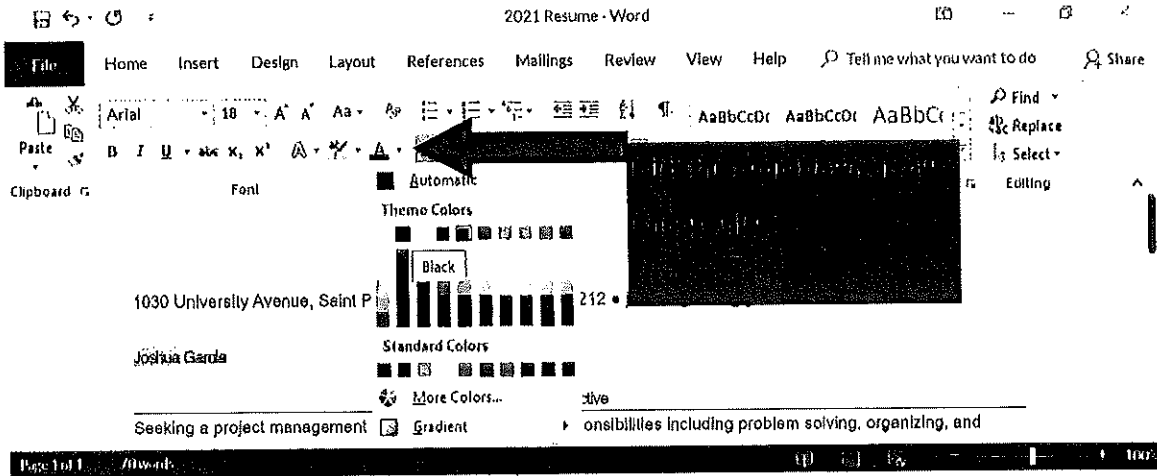
> 11. Change the font of the highlighted text. Change it to Arial.



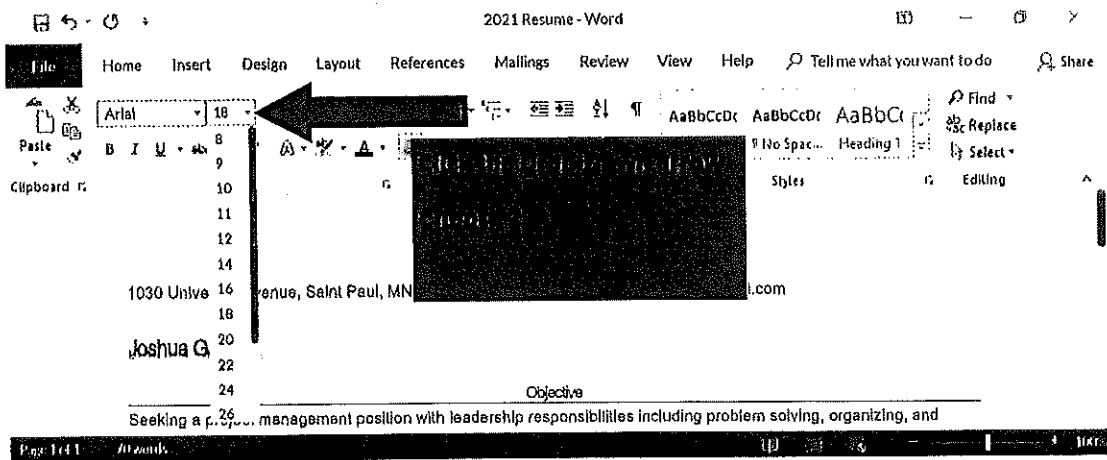


Microsoft Word

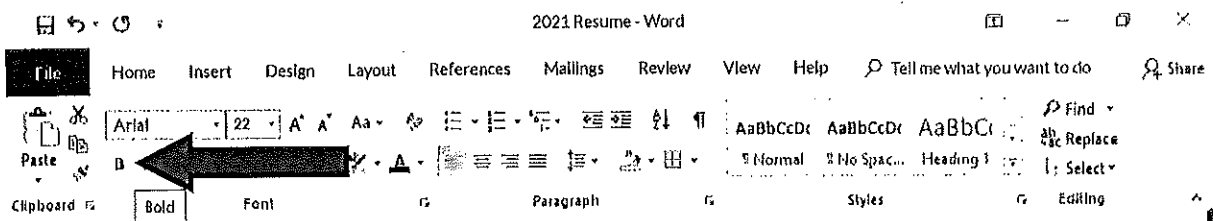
> 12. Change the font color of the highlighted text. Change it to black.



> 13. Change the font size of the highlighted text. Change it to 22.



> 14. Change the highlighted text to bold.

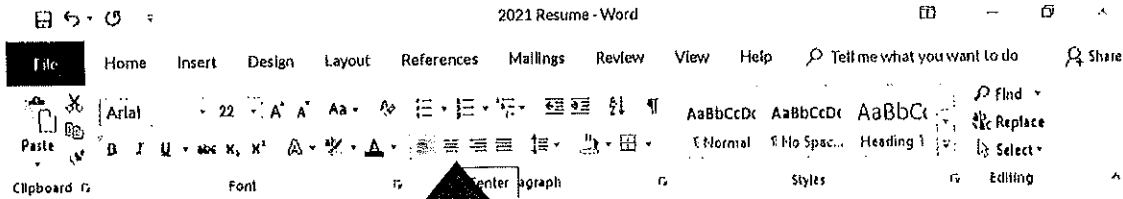


1030 University Avenue, Saint Paul, MN 55104 • 651-555-9212 • joshua.garcia@gmail.com

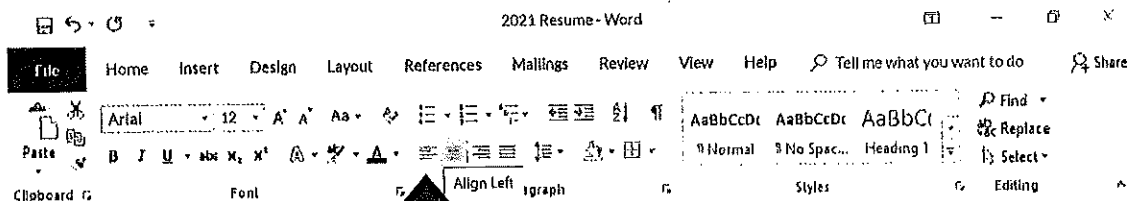


Microsoft Word

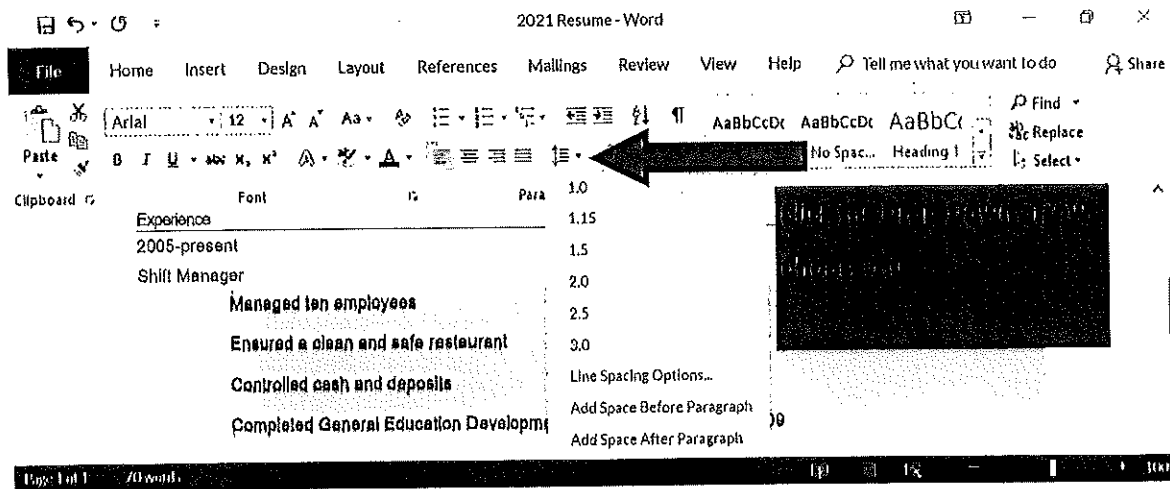
> 15. Center-align the highlighted name.



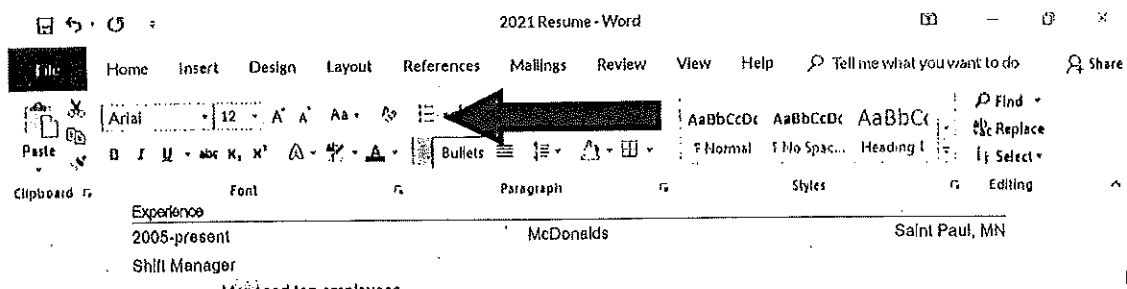
> 16. Left-align the highlighted words.



> 17. Single-space the highlighted sentences.



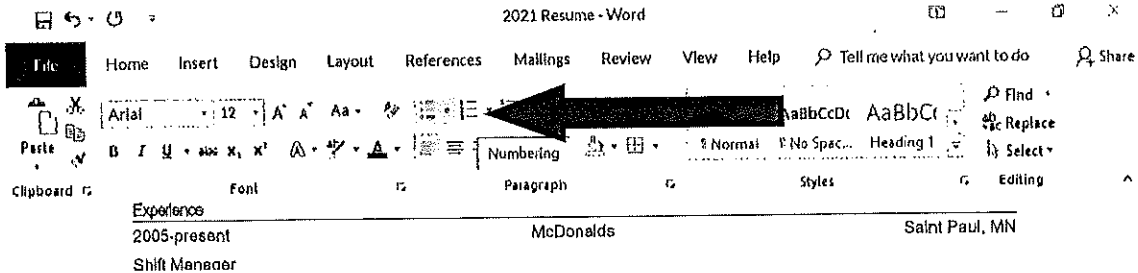
> 18. Add bullets to the highlighted text.



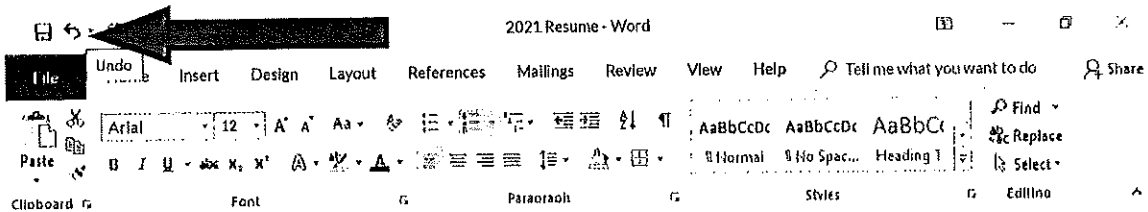


Microsoft Word

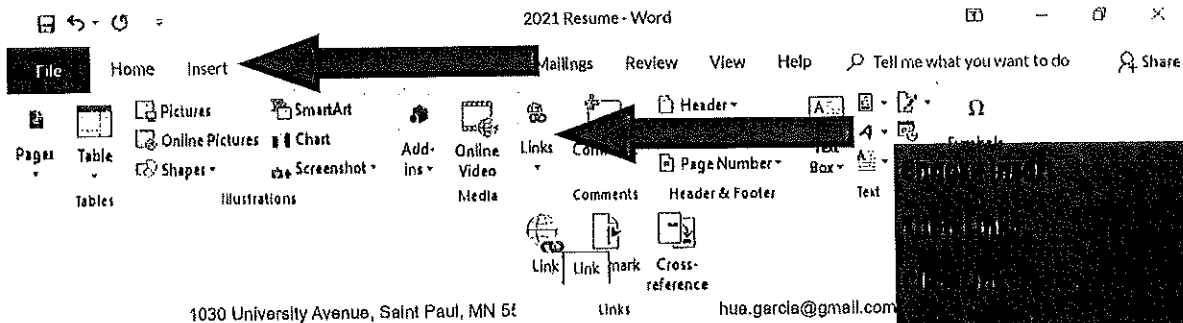
> 19. Change the highlighted list to a numbered list.



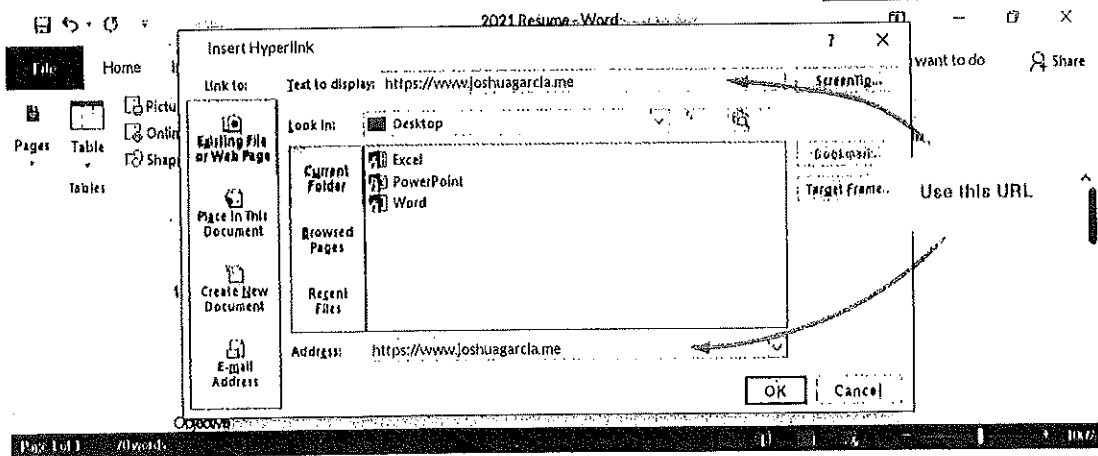
> 20. Use Undo to change the highlighted numbered list back to bullets.



> 21. Insert a link to a webpage.



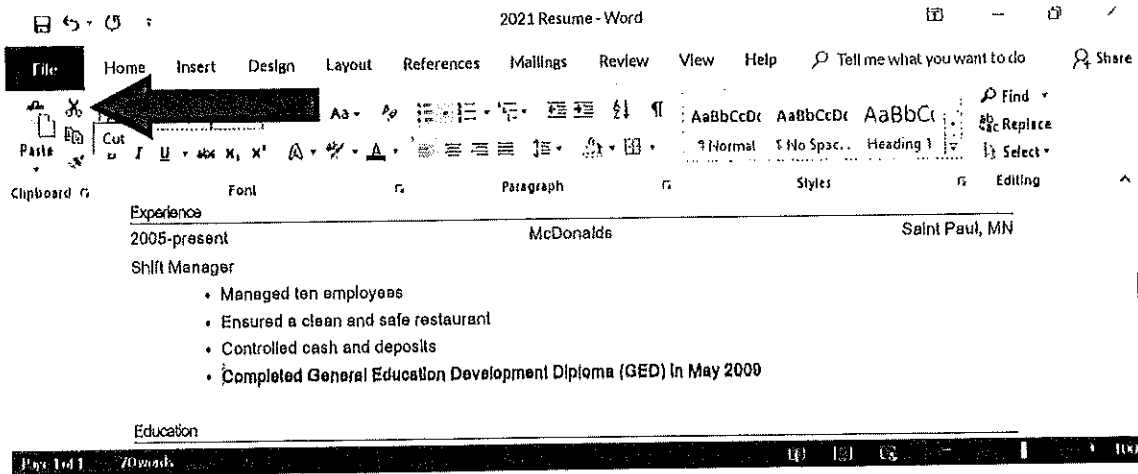
> 21. Insert a link to a webpage.



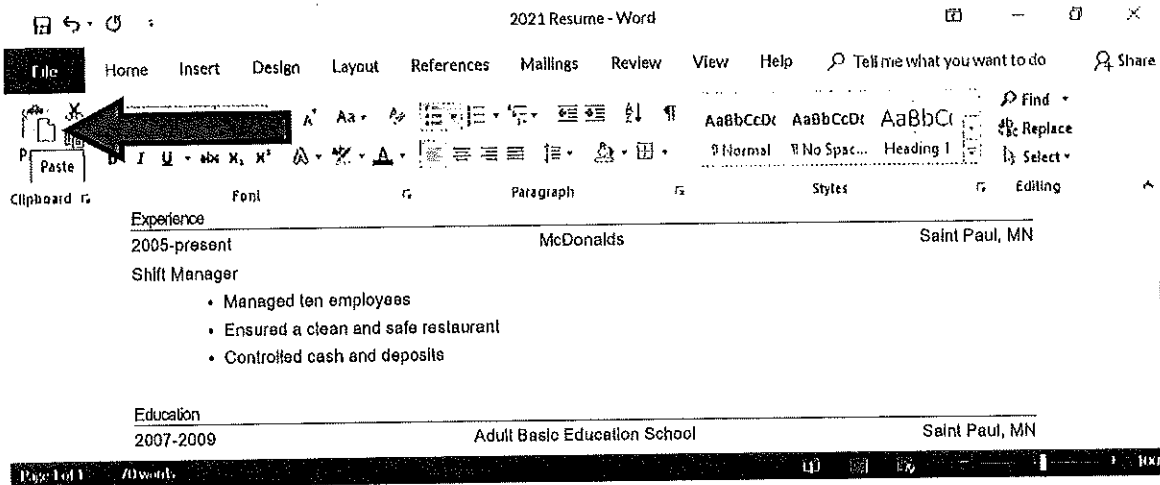


Microsoft Word

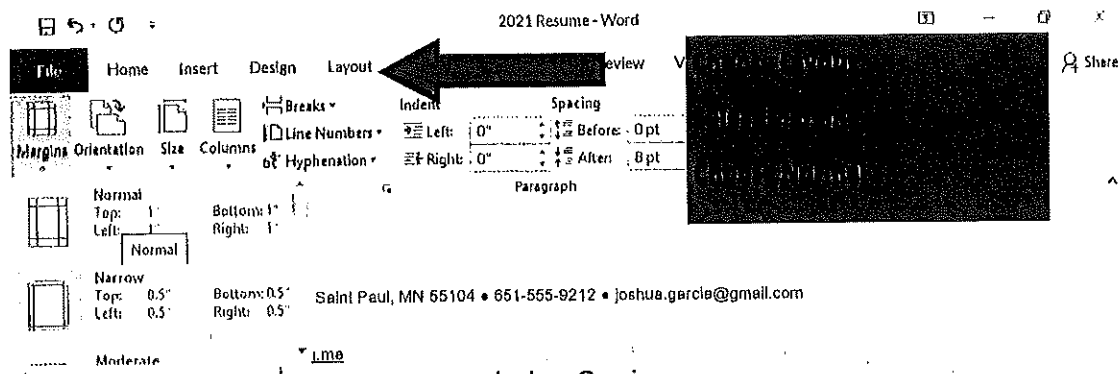
> 22. Cut the highlighted text.



> 23. Paste the cut text in the Education section.



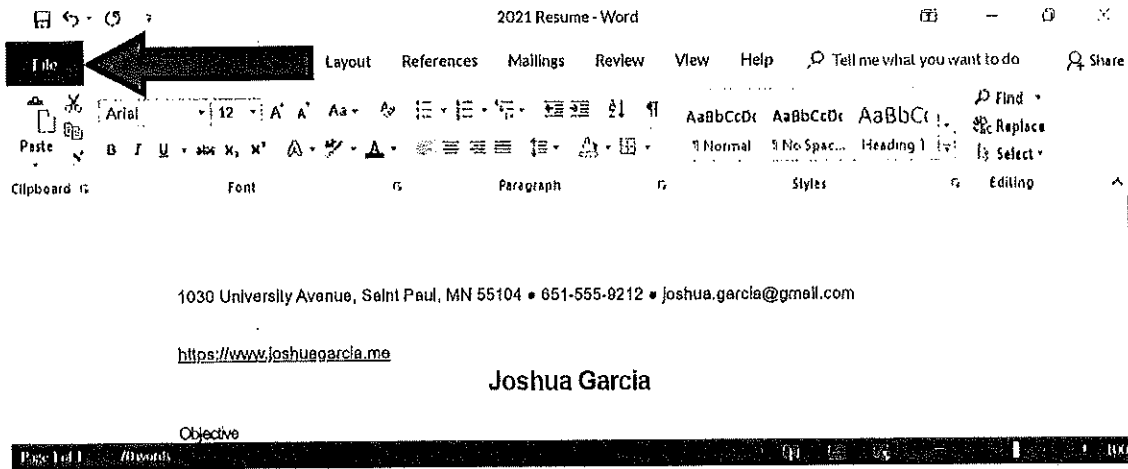
> 24. Set the margins to Normal.



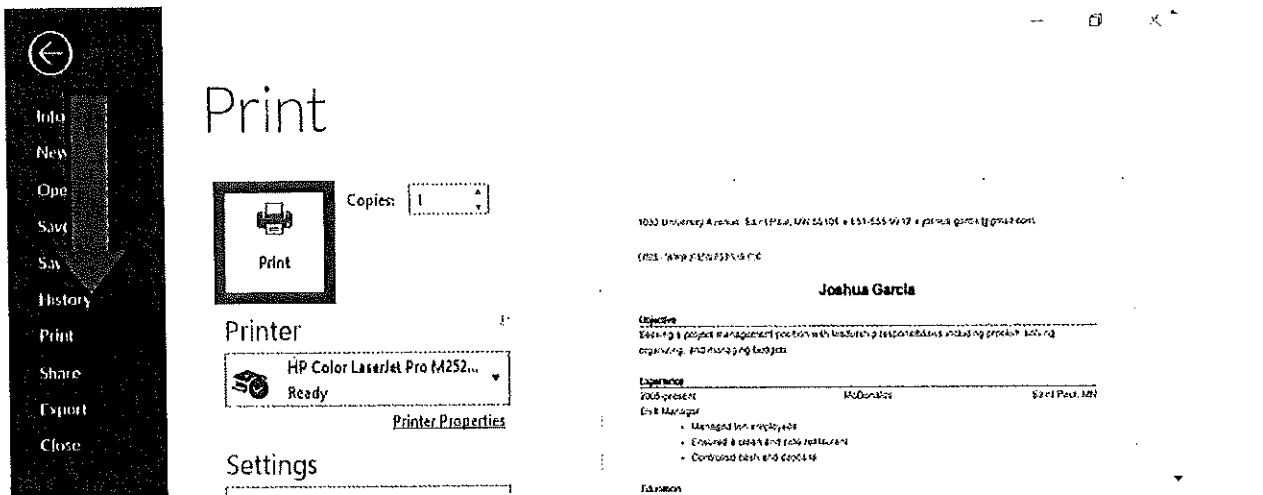


Microsoft Word

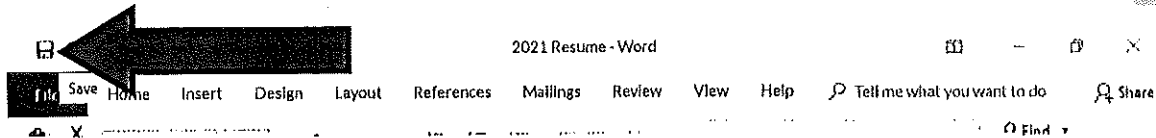
> 25. Print the resumé.



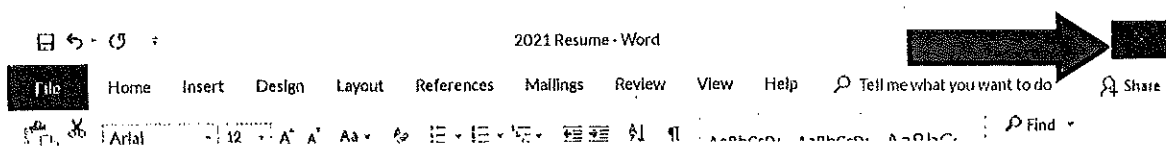
> 25. Print the resumé.



> 26. Click the buttons to save and close the resumé.



> 26. Click the buttons to save and close the resumé.





Career Search Skills

Number of Questions: 31

1. Jan and Benjamin agree that the first thing they both need to do is to make a plan. Read the two plans. Which one is more likely to be successful? Select the correct answer.



Jan's Plan



- Week 1: Apply for five jobs
- Week 2: Apply for ten jobs
- Week 3: Apply for twenty jobs
- Week 4: Apply for twenty-five jobs

Benjamin's Plan



- Week 1: Do some career self-assessments
- Week 2: Talk to friends and family with interesting careers about their work
- Week 3: Research companies in the area
- Week 4: Apply for any jobs that seem promising

2. Which tasks could help to improve both Jan's plan and Benjamin's plan? Select the three best answers. Then click Next.



- ☒ Contact potential employers
- ☐ Criticize the last employer online
- ☒ Attend a job fair
- ☒ Volunteer
- ☐ Tell friends and family their help isn't needed

3. Benjamin's time unemployed has made him realize how little he liked his last job. But he's never really thought much about what he might enjoy better. Select the two statements that are true. Then, click Next.



- ☒ A skill identification test could help him understand what kinds of jobs he'd be good at.
- ☐ A values awareness test could help him estimate how much he can get paid.
- ☐ Interest inventories could help him make a plan for paying off debt with his new income.
- ☒ A good self-assessment could help him identify careers and jobs that match both the things he's good at and the things he cares about.





Career Search Skills

Number of Questions: 31

4. Benjamin decides to volunteer to help with his neighborhood community garden. Select the three statements that are true. Then, click Next.



- ☐ Volunteering is a bad use of time. He should be applying for jobs instead.
- ☒ Volunteering gives him experience to add to his resume.
- ☒ Volunteering connects him with people who can serve as references.
- ☒ Volunteering prevents him from becoming isolated while he's unemployed.
- ☐ Volunteering shows future employers he does not value his time or skills.



5. Benjamin has a lot of research to do about gardening careers. What are ways he can learn more? Select the three best answers. Then click Next.



- ☒ Post on social media to learn if he has any connection to people in gardening careers.
- ☒ Search for local labor market information on gardening occupations.
- ☒ Do an Internet search for gardening organizations and companies in his area.
- ☐ Watch TV to see if a show about gardening comes on.



6. Which of these are the best places to find manufacturing jobs? Select the three best answers. Then, click Next.



- ☐ The Bureau of Labor Statistics
- ☒ Manufacturing job boards
- ☐ Education job boards
- ☐ Manufacturing articles online
- ☒ Manufacturing company websites
- ☒ Manufacturing job fairs





Career Search Skills

> 7. Jan had too many results from this job search site. Change the search so that it only shows jobs that were posted within the last week.



Job Title	Employer	Job Listing Date	City	Hours
General Manager	Buffalo	Nov 2, 2021	Minneapolis	Full Time
Sales Specialist	Pilot	Sep 22, 2021	Minneapolis	Part Time
General Manager	Hamilton	Oct 7, 2021	St Paul	Full Time
Customer Service Representative	Pilot	Oct 23, 2021	Minneapolis	Full Time
Intern	Aurora Transportation	Oct 11, 2021	Minneapolis	Internship
Sales Director	Ariel	Oct 20, 2021	St Paul	Full Time

1 2 3 4 5 6 7 8 9



Refine Search

Save Search

Start New Search

> 7. Jan had too many results from this job search site. Change the search so that it only shows jobs that were posted within the last week.



REFINE SEARCH OPTIONS

Within 20 miles of

ZIP code

55111

Search for jobs posted in the past:

60 days

7 days

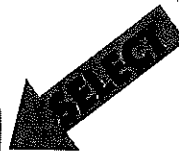
14 days

30 days

60 days

Show jobs that are: Full-time and

Update Search



> 7. Jan had too many results from this job search site. Change the search so that it only shows jobs that were posted within the last week.



REFINE SEARCH OPTIONS

Within 20 miles of

ZIP code

55111

Search for jobs posted in the past:

7 days

Show jobs that are: Full-time and part-time

Update Search



Career Search Skills

Number of Questions: 31

8. Many of the results Jan is getting now are for jobs that only offer 20 hours per week. She would rather have 40 hours with benefits. Change the search again so that it only shows those jobs.

REFINE SEARCH OPTIONS

Within 20 miles of

ZIP code

55111

Search for jobs posted in the past: 7 days

Show jobs that are:

- Full-time and part-time
- Full-time and part-time
- Full-time**
- Part-time
- Temporary
- Internship

8. Many of the results Jan is getting now are for jobs that only offer 20 hours per week. She would rather have 40 hours with benefits. Change the search again so that it only shows those jobs.

REFINE SEARCH OPTIONS

Within 20 miles of

ZIP code

55111

Search for jobs posted in the past: 7 days

Show jobs that are: Full-time

Update Search

9. Jan learns about a manufacturing career fair nearby. She decides to go. What are things she needs to do to prepare? Select the six best answers. Then click Next.

- ☒ Learn which companies will be at the career fair.
- ☒ Update her resume and make many copies.
- ☐ Invite friends to come along and give references.
- ☒ Understand the time and location of the fair and how she will get there.
- ☒ Plan a presentable appearance.
- ☒ Research the companies and decide which might be a good fit.
- ☐ Apply for jobs with each of the companies.
- ☒ Practice introducing herself and her qualifications.
- ☐ Arrange to arrive near the end of the fair to leave a lasting impression.



Career Search Skills

Number of Questions: 31

10. What are likely outcomes of Jan's career fair visit? Select the three best answers. Then click Next.



- ☒ Jan will make new connections.
- ☐ Jan will get to skip the application step.
- ☐ Jan will have multiple job offers.
- ☒ Jan will give a good impression and make them more likely to ask for an interview.
- ☒ Jan will understand better what the companies offer and whether she'd like to work there.

11. This is Jan's resume. Benjamin found a few problems right away. What problems do you see? Find and click on three. Then, click Next.

Jan Loggins

Objective: Be your most popular employee.

123 Harris St
St. Paul, MN 55114
(651) 444-1133
janloggins@mail.net

Xperience

HG Manufacturing, St Paul, MN — *Manufacturing Associate*

10/2013-5/2018

Tested products for quality and functionality. Troubleshoot issues with equipment.

HG Manufacturing, St Paul, MN — *Intern*

4/2012-4/2013

Communicated with customers to answer questions. Worked on project to move product manuals online.

SKILLS

Attention to detail
Critical thinking
Strong communication

AWARDS

100 Days of Safety

LANGUAGES

English and Spanish

12. Which skills from Benjamin's old resume could transfer to a gardening resume? Click on three bullets that will easily transfer to jobs in other industries. Then, click Next.

EXPERIENCE

HG Manufacturing, Brooklyn Center, MN — *Manufacturing Production Lead*

October 2016 - October 2018

- Operated CNC machines, lathes, saws, grinders, horizontal boring mills, and milling machines to build and repair machine parts.

• Developed tracking system for shared tasks.

• Mentored new employees.

NSD Systems, Richfield, MN — *Machinist*

January 2012 - October 2016

• Increased productivity 13 percent by improving team unity.

- Ran an engine lathe to dimensional specifications and quality standards.



Career Search Skills

Number of Questions: 31

13. Benjamin decides to create a portfolio. What would be good things for Benjamin to include in his gardening portfolio?
Select three correct answers. Then click Next.



- | | |
|---|--|
| <input checked="" type="checkbox"/> Photos from his garden. | <input type="checkbox"/> Some salsa made from tomatoes he grew. |
| <input checked="" type="checkbox"/> Before and after photos from the community garden. | <input type="checkbox"/> Testimonials from other involved in the community garden. |
| <input checked="" type="checkbox"/> An article from the newspaper about the community garden that includes a quote from Benjamin. | <input type="checkbox"/> A letter from his mother about Benjamin's lifelong interest in gardening. |
| | <input type="checkbox"/> Diagrams of his garden plot plans. |

14. Which qualifications in this job posting do you think Jan should highlight in her cover letter?
Click on the five bullets Jan should address. Then, click Next.



Job Title: Machinist (Entry Level)	Company: Altman (Alexandria, MN)
Job Description: Manufacture interior components for major aerospace companies.	
Requirements:	
<ul style="list-style-type: none">• Must be at least 18 years old.	<input type="checkbox"/> Verbal and written communication skills.
<ul style="list-style-type: none">• Microsoft Office Professional, Word, Excel, statistical and manufacturer software.	<input type="checkbox"/> Willingness to train in other areas in the department.
<input type="checkbox"/> Must have a focus on safety and follow all safety guidelines.	<input type="checkbox"/> Must have strong attention to detail.
<ul style="list-style-type: none">• Job offers a casual dress code.	<input type="checkbox"/> Must pass a background check and drug test.
	<input type="checkbox"/> Computer literate with the ability to learn and work statistical and manufacturing software applications.

15. What are the necessary elements of a cover letter? Drag each one into the correct order in the document. Then click Next.



Reset

- 1 Header
- 2 Greeting
- 3 Introduction
- 4 Skills and qualifications
- 5 Next Steps
- 6 Professional closing



Career Search Skills

Number of Questions: 31

16. Which element is which? Drag each piece of Benjamin's letter to the term that names it. Then click Next.



Reset

Header
Benjamin Farris
219 Georgia St.
Minneapolis, MN 55421
(651) 333-7890
benfarris@gmail.com

October 19th 2018

Greeting
Dear Ms. Quares,

Introduction
My name is Benjamin Farris, and I'm writing to express my interest in the Horticultural Organizer position.

Skills and qualifications
In my last position, as Manufacturing Production Lead at HG Manufacturing, I won several awards for my efficient and safe work. I also created a tracking system for our products, which I believe would be very beneficial in the Horticultural Organizer position.

Next Steps
It would be wonderful to meet with you for an interview. I can be reached at benfarris@gmail.com, or by phone at (651) 333-7890

Professional closing
Sincerely,
Benjamin Farris

17. Jan tried two drafts of her letter. Which one is stronger? Select the correct answer.



NOVEMBER 2021

Marissa Lee
Manufacturing Supervisor, Health Productions
8900 E Lake St.
Inver Grove Heights, MN 55789

Dear Ms. Lee,

I'm writing to express my interest for the Manufacturing Associate II position.

I am uniquely qualified for this position because of my past work at HG Manufacturing. I'm very familiar with product

NOVEMBER 2021

Marissa Lee
Manufacturing Supervisor, Health Productions
8900 E Lake St.
Inver Grove Heights, MN 55789

Hi Marissa,

I would love to have this job!

I'm very qualified for this position because of my past work at HG Manufacturing, and I'm getting pretty bored at home.

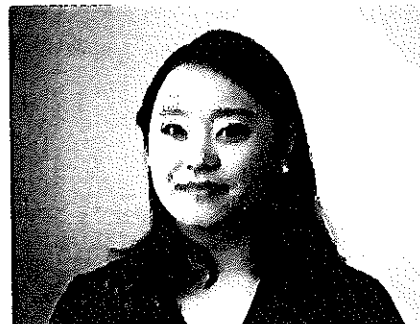
18. Jan heard from a friend who also works in manufacturing that his company might be preparing to hire soon. He encourages Jan to contact his manager before the job is posted. What is the best way for Jan to make contact? Select the correct answer.



Email her resume as an attachment and wait to hear back.

Send the manager a Facebook friend request.

Call on the phone and ask for an informational interview.



Career Search Skills

Number of Questions: 31

25. Benjamin has an interview tomorrow at a greenhouse that he feels really good about. Jan gives him some advice about what to do immediately after the interview. What is good advice? Select the two best answers. Then, click Next.



☒ Contact his references to let them know they might hear from the employer.

☐ Post on social media about the answers he thought he got wrong.

☒ Send the interviewers thank you notes.

☐ Send his new boss flowers.



26. Which statement is true about the hiring process? Select the correct answer.



The interview happens in the recruitment stage, and employers only recruit people they know they want to hire.

The screening stage is before the recruitment stage, and getting an interview confirms that you passed the screening.

The interview happens in the selection stage, and everyone who is offered an interview meets the qualifications.



27. Benjamin got a job offer! What should he be sure to understand and consider before he accepts? Select four correct answers. Then click Next.



☒ Duties and responsibilities.

☒ Pay rate or salary.

☐ Whether the company monitors internet use.

☐ Which of his favorite restaurants are nearby.

☒ Insurance and retirement benefits.

☒ Schedule and vacation time.

☒ Training and promotion opportunities.



Career Search Skills

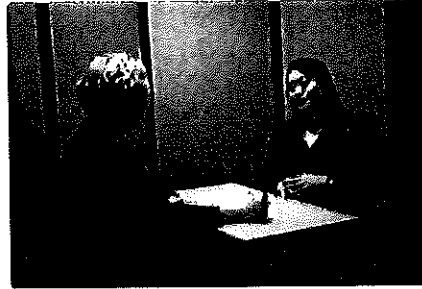
Number of Questions: 31

22. Jan is nervous that the interviewers will ask about her last layoff and an arrest she has on her record. What should her plan be for answering these questions? Select the correct answer.

Make it clear that it was her friend's fault.

Admit what happened, but frame it as positively as possible, explaining the steps she's taken to better herself.

Repeat the qualifications she listed on her resume.



23. Benjamin is told that his interview is a screening interview. What does this mean? Select every correct answer. Then, click Next.

☒ If he's successful, there will be another interview.

☐ He will spend the entire time with his new potential boss.

☒ He should wear nice clothes.

☐ He is the only person they're interviewing.

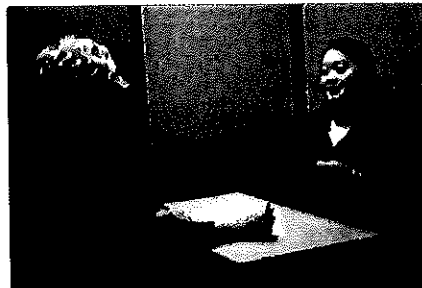


24. What topics are illegal to ask about in a job interview? Select three correct answers. Then, click Next.

☒ Race ☒ Disability ☐ Past names

☐ Family ☐ Military Service

☐ Past convictions ☒ Age





Career Search Skills

Number of Questions: 31

19. Someone Benjamin met through the community garden asked him to send in a resume. What advice should Benjamin follow? Select two correct answers. Then click Next.



- ☐ Paste the resume in the body of an email.
- ☒ Attach the resume to an email as a PDF.
- ☒ Write a brief introduction.
- ☐ Tell them you'll call within a day or two.



20. Jan and Benjamin were both offered interviews! How they need to prepare. What should Jan and Benjamin both do before their interviews? Select every correct answer. Then, click Next.



- ☒ Study the company's website, and any other materials they can find.
- ☒ Plan answers to questions they think interviewers are likely to ask.
- ☒ Clean up and choose a professional outfit to wear.
- ☒ Think about how they can compensate for weaknesses.
- ☐ Plan questions to ask the interviewers about salary, vacation, and benefits.
- ☒ Practice interviewing with each other.
- ☒ Look at the job description again and study how their skills, experience and employment history match what the company requests.

21. What questions should they expect to have to answer during their interviews? Select every correct answer. Then, click Next.

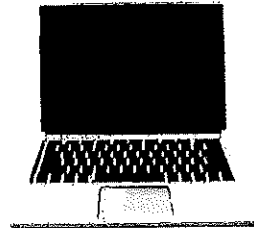
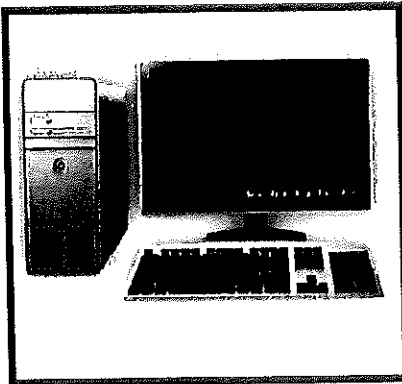


- ☒ Tell me about yourself.
- ☐ How many Twitter followers do you have?
- ☒ What are your strengths?
- ☒ What is an accomplishment you're most proud of?
- ☒ What kind of team member are you?
- ☐ Which Microsoft Word tab do you find the margin options in?
- ☒ Why do you want this job?
- ☒ What is your biggest weakness?
- ☒ Where do you see yourself in five years?
- ☐ Which mouse cursor appears over web links?
- ☒ How have you handled conflict in past jobs?

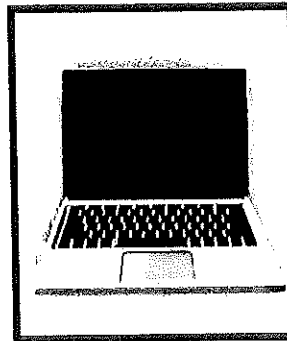
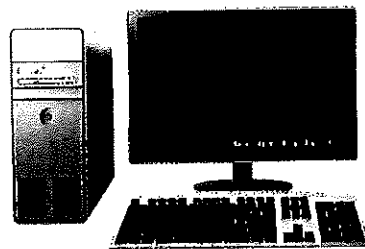


Basic Computer Skills

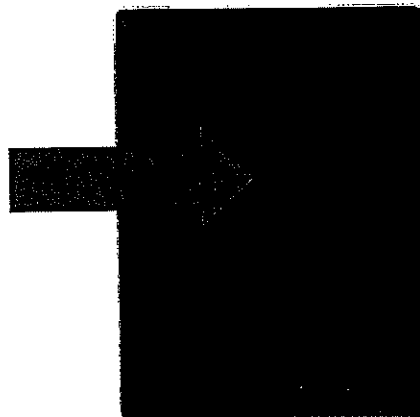
- > 1. Click on the desktop computer.



- > 2. Click on the laptop computer.



- > 3. Click on the touch screen in the picture.



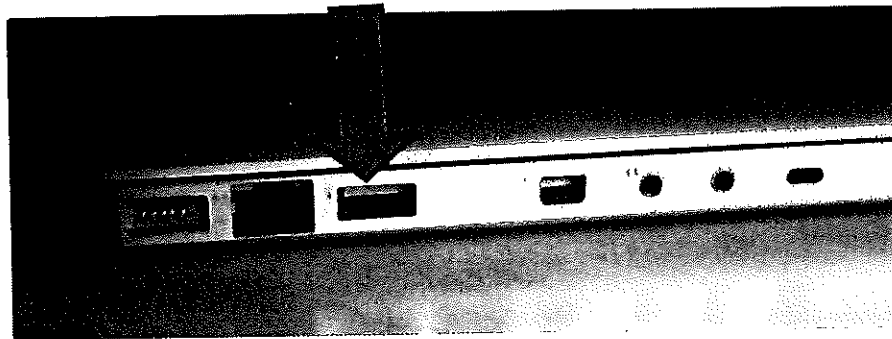


Basic Computer Skills

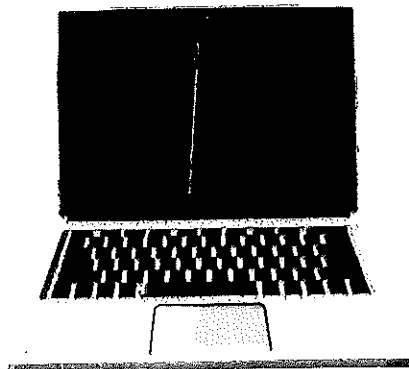
> 4. Click on the home button in the picture.



> 5. Click on the USB port.



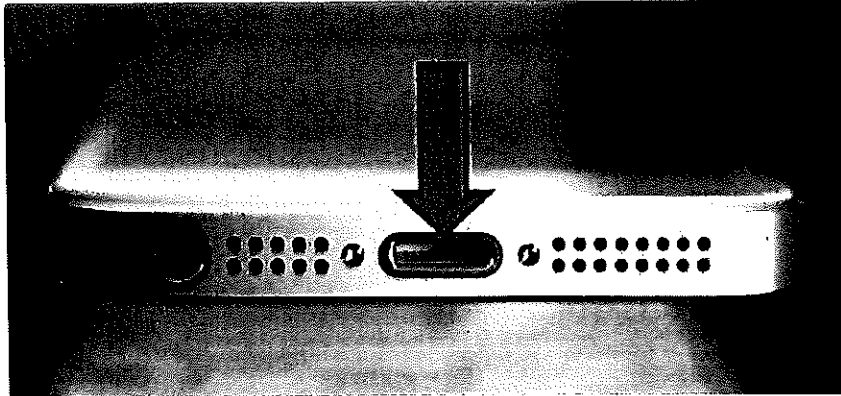
> 6. Click on the computer's camera.



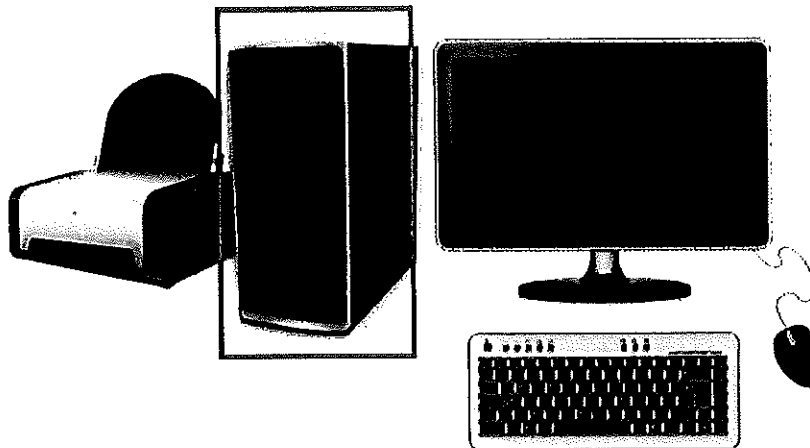


Basic Computer Skills

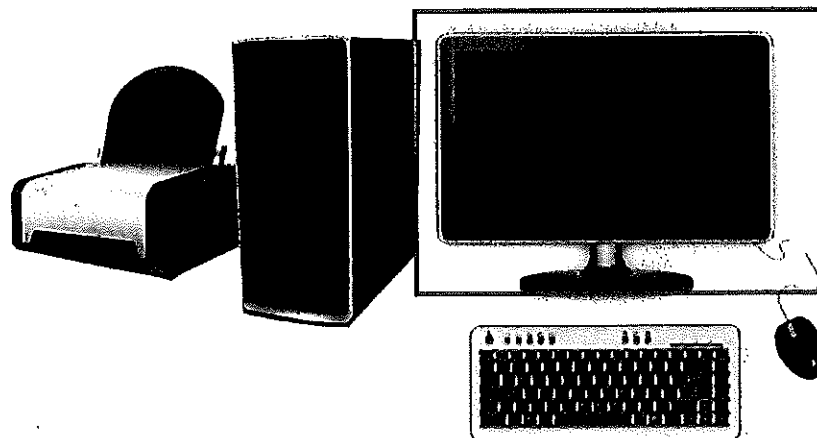
- 7. Click on the charging port.



- 8. Click on the system unit, or computer case.



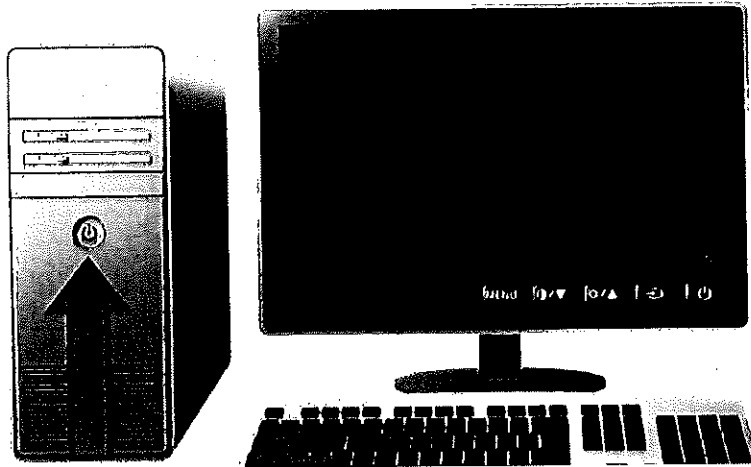
- 9. Click on the monitor.



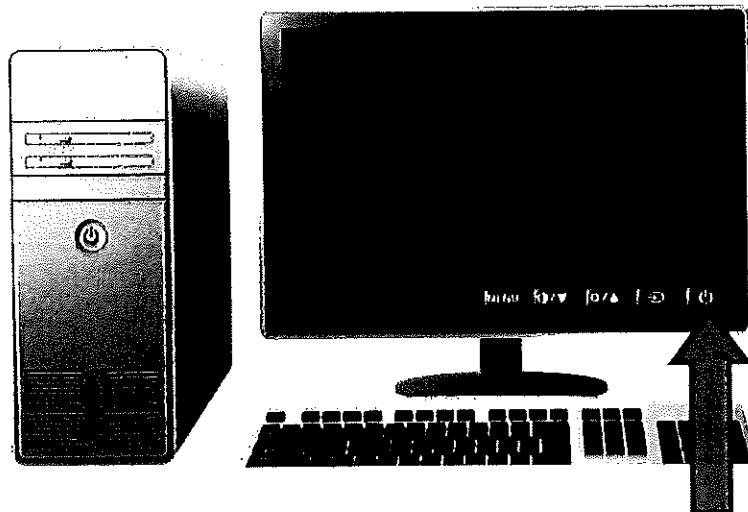


Basic Computer Skills

- > 10. Click on the button in the picture that turns on the computer.



- > 11. Click on the button in the picture that turns the monitor on and off.



- > 12. Log in to the computer using the username : librarylab : and the password : 53476 :. Click Log in when you're done.



Northstar Library Computer Lab Login

Username

librarylab

Password

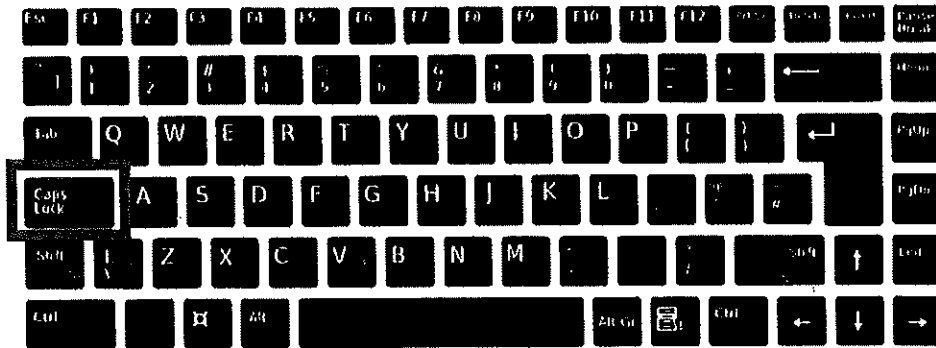
53476

LOG IN



Basic Computer Skills

- > 13. Press the key that makes all the letters you type capital letters until you press it again.



- > 14. Press key that will start a new line or paragraph in your text.



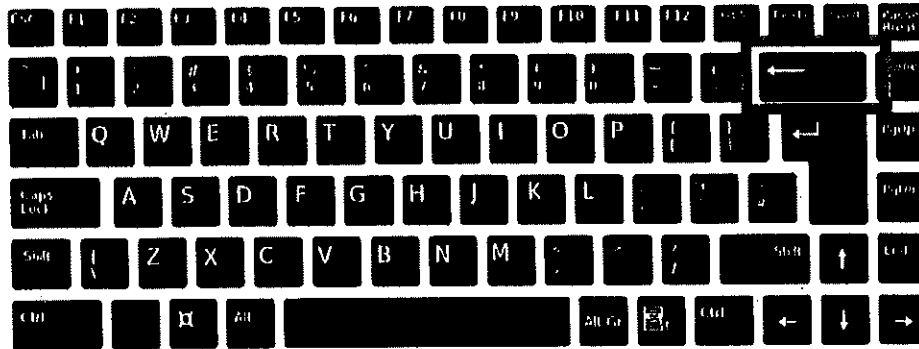
- > 15. Press the key you need to use to type : ; . Instead of / .



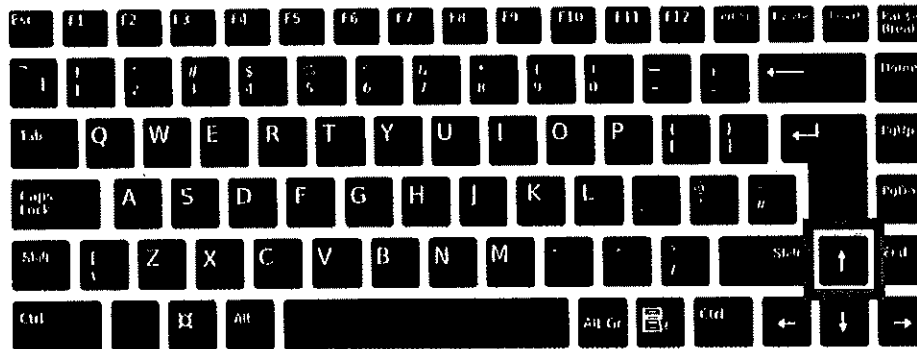


Basic Computer Skills

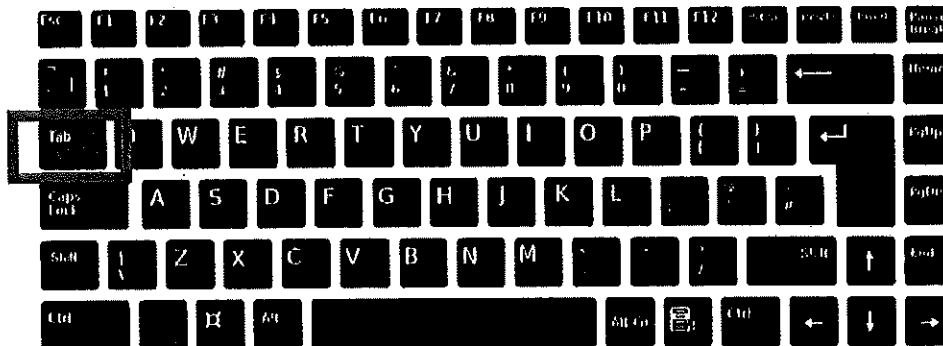
- > 16. Press the key that deletes characters to the left of your cursor.



- > 17. Press the key that moves the cursor up one line.



- > 18. Press the key that moves the cursor to the next tab stop.



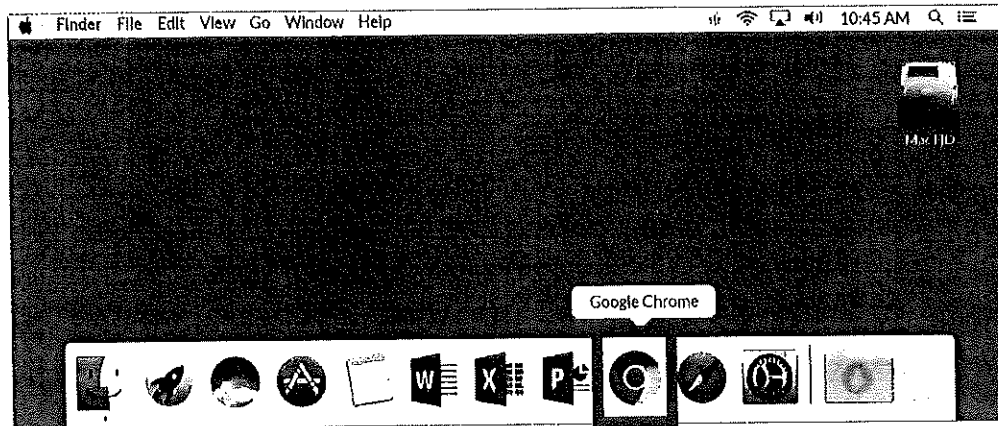


Basic Computer Skills

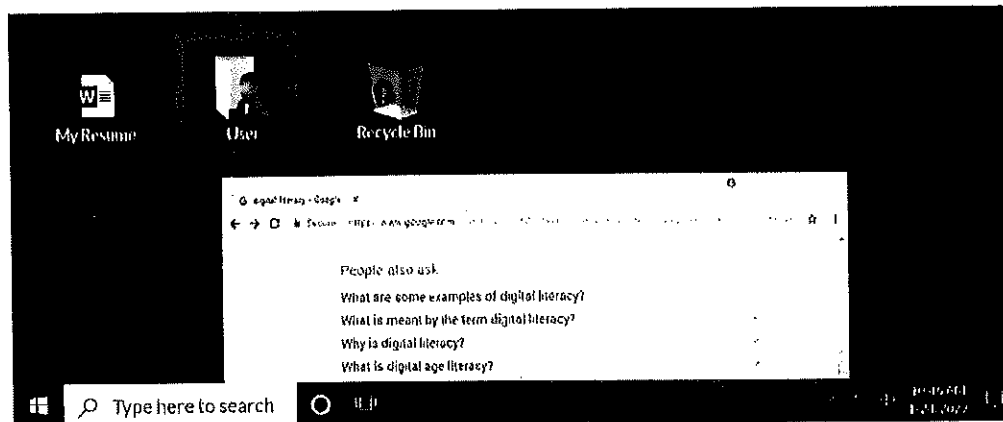
- > 19. Mute the volume with one click in the picture of the audio box.



- > 20. Click on an icon in the picture that opens an Internet browser.



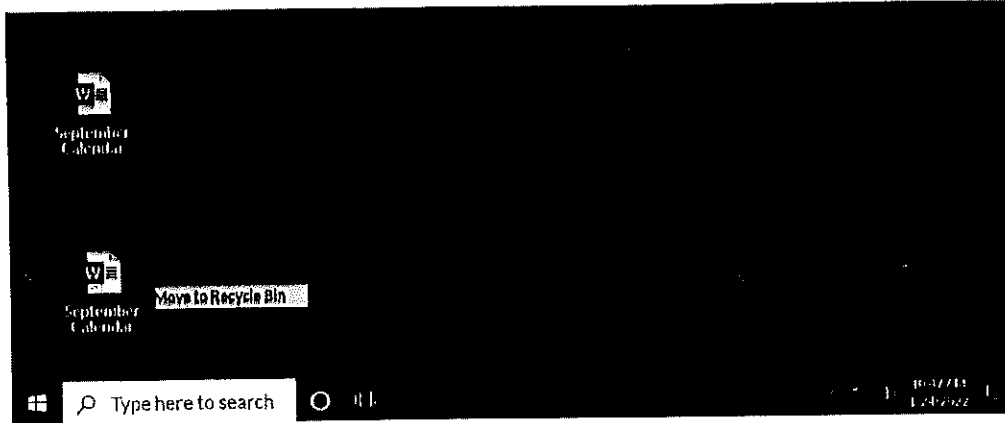
- > 21. Click on any icon on the desktop in the picture.





Basic Computer Skills

> 22. Move the document called "September Calendar" to the Recycle Bin.



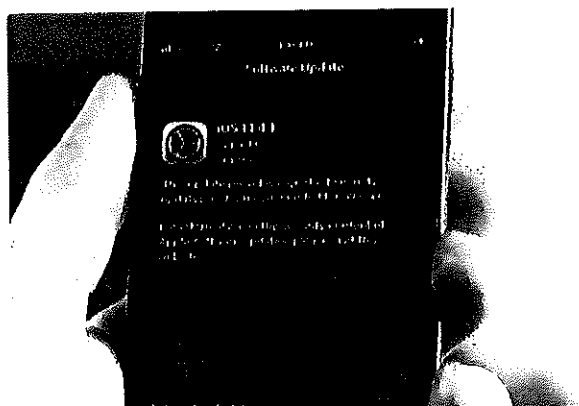
> 23. Click on the settings icon in the picture that can help make the computer easier to use (for example, make mouse pointers bigger).



Windows Settings



> 24. What does this picture mean? Select the correct answer.



A. You have a new email

B. Your phone is broken

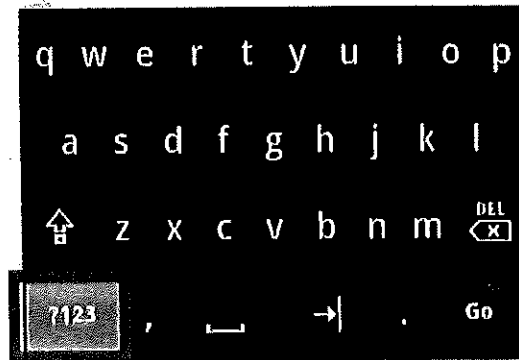
C. A software update is available

D. Your phone has been hacked

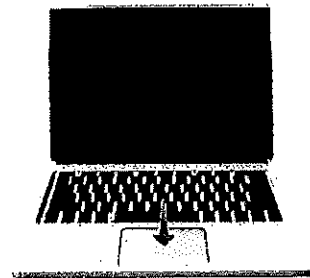


Basic Computer Skills

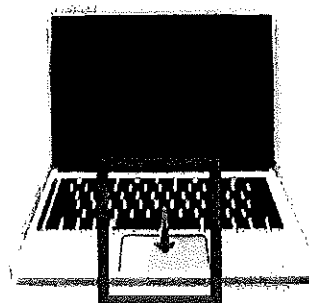
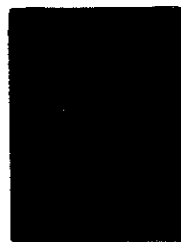
> 25. In the mobile keyboard in the picture, click on the key that shows another keyboard with more character choices.



> 26. Click on the mouse.



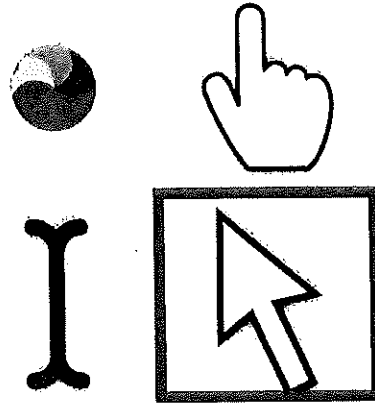
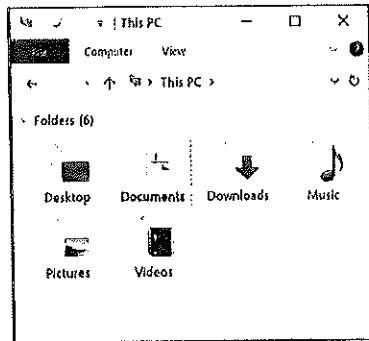
> 27. Click on the touchpad.



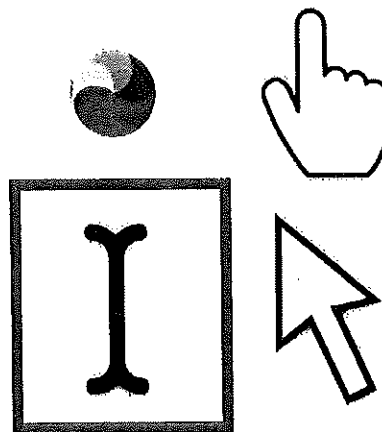
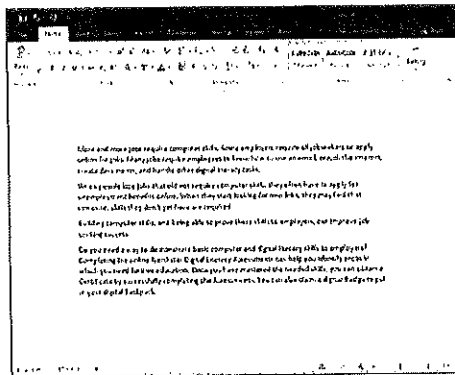


Basic Computer Skills

> 28. Click on the mouse pointer that will open a file folder.



> 29. Click on the mouse pointer that shows you can insert or change text in this area.



> 30. Double-click on This PC in the picture to open it.



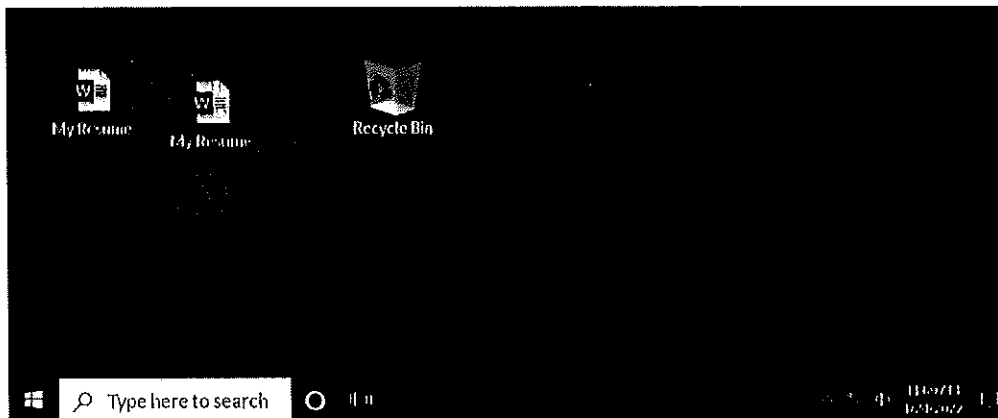


Basic Computer Skills

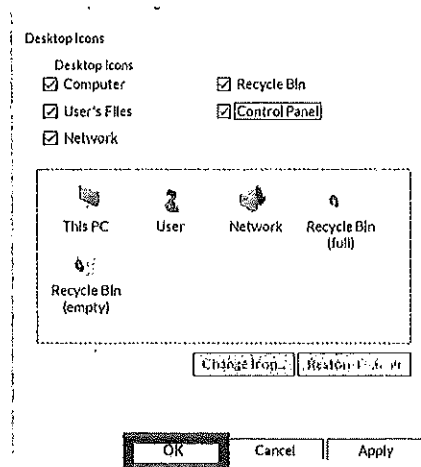
> 31. Right-click on the User folder in the picture.



> 32. Move the document in the picture into the folder.



> 33. Select all of the checkboxes in the picture. Then, click the "OK" button.





Basic Computer Skills

34. Click on the icon in the picture that expands the navigation menu.



35. Scroll down to the bottom of the web page in the picture.



Employers can be confident that jobseekers with Certificates have demonstrated competence in basic digital literacy skills listed. The standards include basic computer competency benchmarks needed for many jobs. Online assessment modules were designed by professional educators to measure mastery of the benchmarks in a comprehensive manner. They were extensively piloted at a number of sites to ensure reliability.

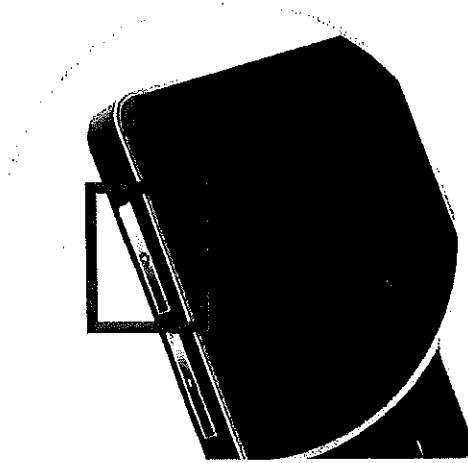
The assessments do not rely on independent, potentially subjective judgment of user ability. Instead, they assess user knowledge in an objective manner, relying on carefully designed questions requiring users to demonstrate the skills assessed according to predefined and validated values.

Thanks!

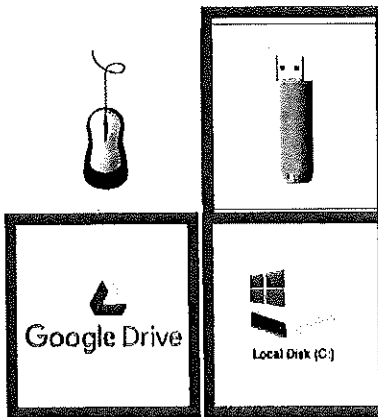


Basic Computer Skills

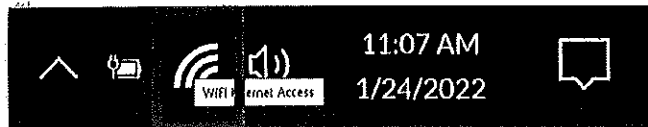
> 36. Click on the button in the picture that makes the volume louder.



> 37. Select all of the places you can store files. Then, click Next.



> 38. Click on the icon in the picture that shows you are connected to WiFi.




Virtual Reality Career Exploration Description

Virtual Reality Career Exploration hands-on simulation training provides an immersive learning experience that gives students real-world experience in the skills they need for well-paying jobs. Guided by a digital coach, they receive expert, personal instruction that teaches them how to perform essential tasks, gives feedback based on their specific actions, and assesses performance to help students improve and explore career options. With over 330 simulations available, students can explore a diverse field of possibilities before deciding on their future.

- The product catalog is included, but additional simulations are being added quarterly.
- Pre-Test and Post-Test are included after the catalog.
- This class can be done in as many lessons needed to explore various career fields.

See attached Virtual Reality Product Catalog.



transfr

Focus Catalog

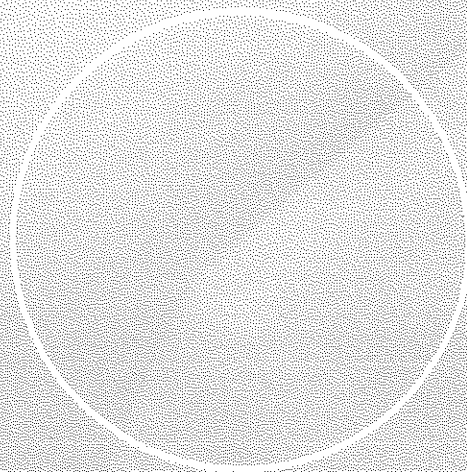


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Health Sciences

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Appendix

Page: 32

Transfr VR Job Exploration Counseling Pre-Test Date: _____

Student Name: _____ School/Program: _____

Section 1: Career Awareness

I can name at least three different careers that interest me.

☐ Yes ☐ No

I know what skills are required for jobs in fields like Automotive, Healthcare, Hospitality, or Technology.

☐ Yes ☐ No

I understand the type of education or training needed for at least one career I am interested in.

☐ Yes ☐ No

Section 2: Confidence in Exploration

I feel confident exploring new careers that I have not considered before.

☐ Yes ☐ No

I know how to use O*NET or other career resources to learn about jobs.

☐ Yes ☐ No

Section 3: Self-Reflection

I can describe at least one strength that could help me in a future career.

☐ Yes ☐ No

I can describe at least one area I need to improve to be ready for work.

☐ Yes ☐ No

Transfr VR Job Exploration Counseling – Post-Test Date: _____

Student Name: _____ School/Program: _____

Section 1: Career Awareness

Name at least one career I explored in VR that interests me.

I know what type of training, certification, or degree is required for one or more of the careers I have explored.

☐ Yes ☐ No

Section 2: Confidence in Exploration

After using Transfr VR, I feel more confident exploring new career pathways.

☐ Yes ☐ No

I know how to use O*NET or other career resources to continue exploring jobs I tried in VR.

☐ Yes ☐ No

Section 3: Self-Reflection

Describe at least one strength I discovered about myself through VR exploration.

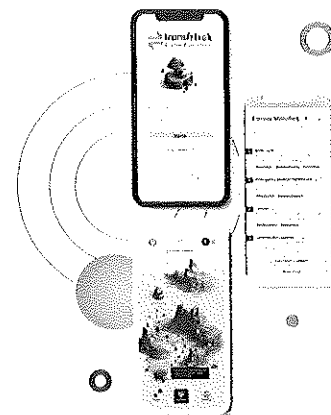
Identify at least one career pathway I want to explore further.

Transfr Trek

Transfr Trek is an immersive, multi-modal career exploration solution with interactive assessments, VR simulations, and easy career planning tools making career exploration more accessible and engaging for learners. It is built to prepare both youth and adult learners to navigate career details, adapt to the evolving job market, and get on a pathway to upward mobility.

Career Occupation Matching

In Transfr Trek's mobile experience, learners are matched to high-growth, high-demand occupations across all 16 career clusters based on their interests and can review localized career data including outlook, salary, and skills needed. Regional programs and recommended courses give learners guidance into available pathways to plan their career journey. For the complete list of occupations in Trek, visit the [Appendix](#).



Transfr Trek Career Simulations

All career exploration simulations last less than 10 minutes and are available with closed captioning and in Spanish.

Agriculture, Food & Natural Resources

Career	Simulation
Diesel Farm Equipment Mechanic	Repair Diesel Farm Equipment Diagnose and fix a combine harvester diesel engine.
Food Scientist - NEW!	Test New Snack Packaging Perform a series of tests on a new snack packaging material to determine if it's effective and ready for production.
Veterinary Technician	Care for a Dog with an Ear Infection Assist with treating a dog with ticks and an ear infection.

Architecture & Construction

Career	Simulation
Architect - NEW!	Design a New Building for a School Design, create blueprints, and oversee construction of a new career and technical education building on a high school campus.
Broadband Tower Construction	Rebuild a Destroyed Communication Tower Attach a new segment to rebuild a damaged communication tower.
Broadband Utility Construction	Drill an Underground System Use a horizontal directional drill to install underground conduit for fiber optic cable.
Broadband Fiber Installers and Repairer	Repair Fiber Internet for a City Block Repair a broken fiber optic cable to restore Internet service.
Carpenter	Rebuild a Historic Bakery Roof Finish constructing and installing a roof truss assembly as part of a major repair to a historic building.
Construction Laborer	Demolish an Overpass Safely demolish an old overpass using power tools and explosives.
Distribution Line Worker	Restore Power to a Neighborhood Replace a transformer to fix a power outage in a neighborhood.
Electricians	Fix Power Outage at a Hospital Replace a faulty relay to restore power to a hospital.

Plumber, Pipefitter, and Steamfitter	Prepare a Pipe for a Commercial Building Perform the required safety precautions and procedures for cutting a pipe and preparing ends for welding.
Solar Technician	Install a Solar Panel on a Home Install a solar panel and connect the wires in the breaker box.
Transmission Line Worker	Restore Power to an Entire Town Change an insulator on a high voltage power line to restore electricity to a town.
HVAC Technician	Repair a Rooftop HVAC Unit Investigate, repair, and perform routine maintenance on a commercial rooftop HVAC unit.
Plumber	Repair a Pool Filtering System Repair a community pool's filtering system by identifying a leak, installing a new pump, and restoring water flow.
Steelworker	Build a Warehouse Structure Build the core structure of an industrial warehouse to specification using steel columns and beams.

Arts & Audio/Video Technology & Communication

Career	Simulation
Graphic Designer	Redesign a Restaurant Brand Kit Learn different graphic design concepts and apply them while using an image editing program to fix problems with a restaurant's brand kit.

Finance

Career	Simulation
Financial Analyst	Make an Investment Plan Assess a foundation's investments and create a new plan to increase their earnings.

Government & Public Administration

Career	Simulation
City Planner - NEW!	Plan a New Urban Development Plan the zoning, utilities, and public services of a new urban development according to a set budget.


Health Sciences

Diagnostic Services Pathways

Career	Simulation & Description
Radiologic Technologist (RT) (ⓘ Content warning: blood)	Capture an X-Ray of a Leg Wound Assist with preparing a patient and radiologic equipment for capturing x-ray images of a penetrating wound with a foreign object in place.
Clinical Laboratory Technologist	Process a Sample In the Lab Assist with a white blood cell viability test on a blood sample to help determine the best course of treatment for a patient undergoing chemotherapy.

Therapeutic Services Pathways


Career	Simulation & Description
Emergency Medical Technician (EMT)	Help at a Car Crash Assist with cervical spine precautions and applying a splint at the scene of a car crash.
Medical Assistant (MA)	Assist with an Electrocardiogram (EKG) Assist with a 12-lead electrocardiogram by applying and removing electrocardiograph leads on a patient in a medical facility.
Pharmacy Technician (PhT)	Prepare an Intravenous (IV) Infusion Assist with preparing and sending an intravenous (IV) infusion for an emergency room patient.

Surgical Technologist (ST)
( Content warning: blood)

Assist with Knee Surgery
Pass instruments to the surgeon and use a bone saw during surgery in an operating room.

Registered Nurse (RN)

Help an Emergency Patient
Obtain a blood pressure measurement and start an intravenous line and infusion on a patient in the emergency room.

Phlebotomist
( Content warning: blood)

Perform a Blood Draw
Comfort a nervous patient while collecting a blood sample with a needle and test tube.

Hospitality & Tourism

Career

Simulation

Chef

Prepare and Plate a Signature Dish
Help prepare the ingredients for an abalone risotto dish and plate the entree at a Korean-themed, fine dining restaurant.

Restaurant Manager

Improve the Dining Experience at a Restaurant
Listen to customer complaints and resolve problems related to food quality around the restaurant.

Human Services

Career

Simulation

Cosmetologist - NEW!

Perform Facial Treatments
Perform a cryo facial and LED therapy on a client with acne to soothe her skin and boost her confidence.

Certified Nursing Assistant (CNA)
- NEW!

Help Family Members Connect
Help a resident at a long-term care facility find their hearing aid and connect with their son.

Information Technology

Career

Simulation

Geographic Information Systems (GIS) Technician - NEW!

Process Agricultural Data for a Family Farm
Process agricultural data to create a map that will help farmers make informed decisions about their crops this year.

Network Technician

Fix an App Service Outage
Make and install a CAT6e cable to fix an offline app.

Cybersecurity Analyst

Stop a Cyberattack
Use security software to identify the threat, resolve a network vulnerability, and stop a cyberattack on a city's power grid.

Law, Public Safety, Corrections & Security

Career

Simulation

Emergency Medical Technician (EMT)

Help at a Car Crash
Assist with cervical spine precautions and applying a splint at the scene of a car crash.

Manufacturing

Career

Simulation

EV Battery Manufacturing Technician

Assemble Components of an EV Battery
Assemble and test components of an electrical vehicle battery.

Industrial Maintenance Technician

Repair an Industrial Cooker
Repair a broken industrial cooker to restart the production line in a food manufacturing plant.

Robotics Specialist

Repair a Mobile Picker Bot
Repair a malfunctioning mobile picker robot so it can safely return to its automated tasks at a large fulfillment center.

Semiconductor Manufacturing Technician	Find the Contaminated Microchips Use a metrology tool to find which microchip is contaminated with particles.
Welders	Fix a Broken Assembly Line Weld a broken joint to repair a conveyor belt.
Installation Maintenance and Repair Worker	Make Repairs at a Hotel Replace a light bulb in a chandelier and repair an automatic door sensor at a hotel.
Quality Control Analyst	Test a Prosthetic Leg Perform quality control testing procedures on prosthetic legs to verify their safety and functionality.

Transportation, Distribution & Logistics

Career	Simulation
A&P Technician	Service a Commercial Airplane Inspect a jet engine fan and repair a damaged tire to make an airplane safe for flight.
Electric Vehicle Service Technician	Replace an EV Battery Replace the EV battery in an electric vehicle.
Automotive Services Technician	Change the Oil in an Automobile Change the oil and the oil filter in an automobile.
CDL Truck Driver	Prepare for a Trucking Route Explore the features of a semi-truck and prepare for the final leg of a delivery.

Science, Technology, Engineering & Mathematics

Career	Simulation
Electrical Engineer	Design an Electrical System for a Hospital Design an electrical system for a hospital that contains backup power sources and failsafes.

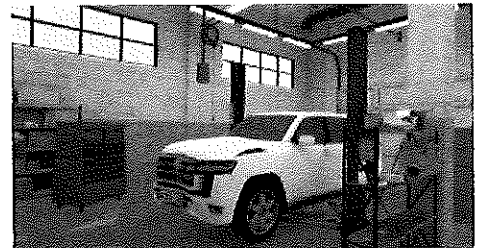
Career Training

Virtual Training Facility

The Transfr Virtual Training Facility's interactive VR learning experiences empower job seekers to build foundational skills and get on pathways to well-paying jobs in high-growth industries.

Automotive

Immersive virtual training environments give trainees a risk-free setting where they can practice and polish fundamental skills in automotive maintenance and light repair (MLR) and collision repair & refinish (CRR) to obtain entry-level employment as an automotive service or auto body technician.



Module: Automotive Fundamentals (Closed Captioning)

Simulation	Description	Duration
Controls Tutorial: Automotive	Learn and demonstrate basic use of the VR controllers in Automotive Fundamentals.	3 mins
Engine Oil Change	Learn and demonstrate how to perform an oil and filter change.	10 mins
Battery Safety and Service	Learn and demonstrate how to safely remove, replace, clean, test, and charge batteries.	18 mins
Starting and Charging Fundamentals	Learn and demonstrate how to identify and test for basic starting and charging system components (DTAC).	19 mins
Jacks, Jack Stands, and Lift Safety	Learn and demonstrate how to safely and properly place jacks, jack stands, and lifts.	22 mins
Automotive Safety Awareness: Airbag, ABS, ADAS and HV Batteries	Learn and demonstrate how to disable and handle air bags.	15 mins
Disc Brake Pad Replacement	Learn and demonstrate how to identify, inspect, remove, and replace disc brake components, including brake pads.	13 mins
Drum Brake Shoe Replacement	Learn and demonstrate how to identify, inspect, remove, and replace drum brake components, including brake shoes.	15 mins
Suspension System Types	Learn to identify various types of suspension system designs.	14 mins
Fuel System Fundamentals	Learn to identify air induction and fuel system components.	15 mins
Fuel System Safety	Learn and demonstrate how to perform a fuel system bleeding procedure.	17 mins
Engine Cylinder Compression Test	Learn and demonstrate how to perform a cylinder compression test.	18 mins
Steering System Types	Learn to identify various types of steering system designs.	16 mins

Module: Auto Body / Collision Repair (Closed Captioning)

Simulation	Description	Duration
Hand Tools Used in Auto Body	Learn and demonstrate knowledge of common auto body hand tools.	20 mins
Power Tools Used in Auto Body	Learn and demonstrate how to inspect and safely use power tools used in auto body.	14 mins
Basic Auto Body Straighten Fundamentals - Hammer & Dolly	Learn and demonstrate how to use a hammer and dolly for basic dent repair.	9 mins

Basic Auto Body Straighten Fundamentals		
- Weld-on pulling	Learn and demonstrate how to use weld-on pulling equipment for basic dent repair.	26 mins
Basic Auto Body Filler: Prep	Learn and demonstrate how to prepare a workpiece to receive body filler.	13 mins
Basic Auto Body Filler: Application	Learn and demonstrate how to efficiently apply filler, keeping imperfections to a minimum so the need for extra sanding can be mitigated.	12 mins
Basic Auto Body Filler: Sanding	Learn and demonstrate how to sand and contour filler using both power tools and hand sanding.	17 mins
Masking for Priming	Learn and demonstrate how to use tape and plastic to mask parts of the car prior to priming and painting.	15 mins
Paint Gun: Inspect and Clean	Learn and demonstrate how to inspect, clean, and disassemble a paint gun.	14 mins
Paint Gun: Set up and Spray Patterns	Learn and demonstrate how to properly set up and adjust spray patterns for a paint gun.	14 mins
Priming Panels	Learn and demonstrate how to test primer and apply a single-stage topcoat to a workpiece.	20 mins
Primer Prep for Painting	Learn and demonstrate how to prepare a workpiece for painting, including dry-block sanding and applying a guide coat.	16 mins
Paint Selection and Mixing	Learn and demonstrate how to measure and mix different paint colors.	15 mins
Basic Painting	Learn and demonstrate the basics of paint spraying.	19 mins
Advanced Painting	Learn and demonstrate how to test paint spray and apply a basecoat and clearcoat.	20 mins
Basic Electrical Tools: Test Light	Learn and demonstrate how to use a test light to check fuses, relays, and wires for ground and continuity.	6 mins
Electrical Repair: Connectors, Terminals, and Splicing	Learn and demonstrate construction, splicing, repair, and use of connectors and terminals.	15 mins
Bead Blasting	Learn and demonstrate how to remove paint and rust using high pressure blasting tools without damaging the part's surface.	15 mins
Powder Coating	Learn and demonstrate how to apply electrostatically-charged powder coating to the part's surface.	28 mins

Module: Precision Measurement (Closed Captioning)

Simulation	Description	Duration
Intro to Simon	Introduction to the virtual coach.	1 mins
Controls Tutorial: Picking Up Objects	Learn and demonstrate basic use of the VR controllers.	2 mins
Fractional Inch Rule	Learn to take measurements with a fractional inch rule.	7 mins
Decimal Inch Rule	Learn to take measurements with a decimal inch rule.	7 mins
Metric Rule	Learn to take measurements with a metric rule.	6 mins
Controls Tutorial: Calipers	Learn and demonstrate how to use the caliper controls.	2 mins
Outside Caliper	Learn and demonstrate how to use an outside caliper to take a transfer measurement with a fractional inch rule.	5 mins
Inside Caliper	Learn and demonstrate how to use an inside caliper to take a transfer measurement with a fractional inch rule.	5 mins
Controls Tutorial: Calipers II	Learn and demonstrate how to use the dial inch and digital caliper controls.	2 mins
Dial Inch Caliper	Learn and demonstrate how to use a dial inch caliper to take inside, outside, and depth measurements.	8 mins
Digital Caliper	Learn and demonstrate how to use a digital caliper to take inside, outside, and depth measurements.	5 mins
Controls Tutorial: Micrometer	Learn and demonstrate how to use the micrometer control.	2 mins
Micrometer	Learn and demonstrate how to measure using an analog micrometer.	10 mins
Digital Micrometer	Learn and demonstrate how to measure using a digital micrometer.	5 mins

Aviation Maintenance

Aviation maintenance training from Transfr gives students simulated practice and preparation in FAA Aviation Mechanics (FAA-AMT). Over 60 simulations help prepare trainees and job seekers with the skills they need to obtain entry-level employment as an aircraft mechanic and service technician.



Module: General Skills

Simulation	Description	
Ground Operations: Moving and Securing	Move and secure an aircraft on a ramp.	18 mins
Ground Operations: Fueling Preparation	Learn and demonstrate how to fuel and service a parked aircraft.	16 mins
Ground Operations: Starting and Running	Learn and demonstrate how to start and run an aircraft.	17 mins
Ground Operations: Taxiing and Shutdown	Learn and demonstrate how to taxi and shutdown an aircraft.	17 mins
Aircraft Weight and Balance	Calculate an aircraft's empty weight and empty weight center of gravity, and adjust calculations following a component change.	19 mins
Precision Measurements: Dial Indicator	Learn and demonstrate how to set up and use a dial indicator to determine the amount of runout or bend in a circular component.	12 mins
Precision Measurements: Hole Gauge	Use T-bore hole gauges and digital calipers to determine a hole size.	8 mins
Aircraft Cleaning and Corrosion Treatment: Metal Structure	Inspect metal structures for corrosion and remove the damage, then clean and prepare the structures for corrosion prevention and painting.	13 mins
Preparation for Applying N-number - Composite Structure	Prepare composite structures for painting and apply registration markings.	17 mins
Non-Destructive Testing: Dye Penetrant	Demonstrate the basics of dye penetrant testing, including preparing for and performing the test and interpreting results.	15 mins
Non-Destructive Testing: Eddy Current	Demonstrate the basics of eddy current testing, including preparing for and performing the test and interpreting results.	20 mins
Non-Destructive Testing: Ultrasonic	Demonstrate the basics of ultrasonic testing, including preparing for and performing the test and interpreting results.	13 mins
Non-Destructive Testing: Magnetic Particle	Demonstrate the basics of magnetic particle testing, including preparing for and performing the test and interpreting results.	19 mins
Non-Destructive Testing: Tap Test	Demonstrate the basics of tap testing, including preparing for and performing the test and interpreting results.	6 mins
Fabrication of Rigid Fluid Lines	Cut, bend, and flare rigid lines, and install proper fittings.	14 mins
Fabrication of Flexible Fluid Lines	Cut, bend, and flare flexible lines, and install proper fittings.	15 mins

Calibration and Zeroing	Learn and demonstrate how to check the calibration of precision tools and how to zero digital calipers and micrometers.	9 mins
Simplify Fractions: Halves	Learn to recognize and simplify fractions with a denominator of 2.	8 mins
Simplify Fractions: Quarters	Learn to recognize and simplify fractions with a denominator of 4.	8 mins
Simplify Fractions: 8ths	Learn to recognize and simplify fractions with a denominator of 8.	10 mins
Simplify Fractions: 16ths and Compound Fractions	Learn to recognize and simplify fractions with a denominator of 16. They'll also learn to recognize compound fractions and convert them to whole numbers.	10 mins
Simplifying Fractions: 32nds, 64ths, and the Scale Rule	Learn to recognize and simplify fractions with denominators of 32 and 64. They'll also learn and demonstrate how to take measurements using a scale rule.	10 mins
Rounding Decimals	Learn and demonstrate how to round measurements to the nearest 10th, 100th, and 1000th decimal places.	12 mins

Module: Electrical Fundamentals (Closed Captioning)

Simulation	Description	Duration
Electrical Fundamentals: Circuits & Ohm's Law	Learn and demonstrate knowledge of electrical/electronic series, parallel, and series-parallel circuits using principles of electricity (Ohm's Law).	25 mins
Electrical Test Equipment - Multimeter: Voltage	Learn and demonstrate how to use a multimeter to measure the voltages in specified devices—from line to neutral and neutral to ground—including setting it properly for expected readings and safely using probes to place the meter in parallel with the circuit.	28 mins
Electrical Fundamentals: Electrical Repair - Basic Soldering	Learn and demonstrate basic soldering skills.	16 mins

Module: Plant Safety (Closed Captioning)

Simulation	Description	Duration
Intro to Simon, Accidents and Injury Prevention	Learn and demonstrate accident and injury prevention awareness, including identifying fire hazards; safe lifting; basic lockout-tagout procedures; and workplace hazards.	18 mins
Protective Equipment: Eye, Hearing, Hand, and Foot Protection and Hearing Conservation	Learn and demonstrate personal protective equipment (PPE) usage.	12 mins
Hand Tools: Inspecting and Identifying Correctly	Learn and demonstrate how to identify and inspect the following common hand tools: slip-joint pliers, Phillips head screwdriver, sheet metal shears, torque wrench, utility knife, and wrench.	7 mins
Hand Tools: Using Hand Tools Correctly	Learn and demonstrate how to use the following common hand tools: slip-joint pliers, Phillips head screwdriver, sheet metal shears, torque wrench, utility knife, and wrench.	15 mins
Materials Handling: Situational Awareness	Learn and demonstrate situational awareness in a warehouse environment.	6 mins
Materials Handling: Receiving and Storage Safety	Learn and demonstrate safe receiving and storage techniques.	11 mins
Materials Handling: Manual Lifting	Learn and demonstrate safe manual lifting techniques.	8 mins
Materials Handling: Metal/Glass Sheets and Cylindrical Objects	Learn and demonstrate how to safely lift and handle metal/glass sheets and cylindrical objects.	7 mins
Materials Handling: Hoists & Cranes	Learn and demonstrate basic safety practices for working with and around hoists and cranes.	22 mins
Energy Related Hazards (Electrical Safety, GFCI, and Electric Shock)	Learn and demonstrate awareness of energy-related hazards and the techniques to avoid or mitigate them.	10 mins
Lockout & Tagout	Learn and demonstrate a lockout-tagout procedure.	7 mins
Robotic Safety	Learn and demonstrate awareness of robotic work cell safety.	10 mins

Ladder Safety: A-Frame Stepladders	Learn and demonstrate how to inspect, safely set up, and properly use an A-frame stepladder.	10 mins
Ladder Safety: Straight Ladders	Learn and demonstrate how to inspect, safely set up, and properly use a straight ladder.	12 mins
Fire Extinguisher Safety	Learn and demonstrate knowledge of the types of fire extinguishers and how to safely operate them.	8 mins
Safety Data Sheets	Learn and demonstrate how to use Safety Data Sheets to identify chemical-related hazards, first aid measures, and personal protective equipment.	10 mins
Bloodborne Pathogens	Learn and demonstrate knowledge of the types of bloodborne pathogens, as well as how to protect themselves with personal protective equipment and safety procedures.	8 mins
Power Tools/Electrical Safety: Pneumatic Wrenches and Screwdrivers	Learn and demonstrate how to inspect and safely use pneumatic wrenches and screwdrivers.	14 mins
Power Tools/Electrical Safety: Electric Drill	Learn and demonstrate how to inspect and safely use an electric drill.	11 mins
Power Tools/Electrical Safety: Circular Saw	Learn and demonstrate how to inspect and safely use a circular saw.	15 mins
Power Tools/Electrical Safety: Miter Saw	Learn and demonstrate how to inspect and safely use a miter saw.	9 mins
Power Tools/Electrical Safety: Bench and Pedestal Grinders	Learn and demonstrate how to inspect and safely use a pedestal grinder.	15 mins
Power Tools/Electrical Safety: Handheld Grinders	Learn and demonstrate how to inspect and safely use a handheld grinder.	13 mins
Power Tools/Electrical Safety: Nibblers	Learn and demonstrate how to inspect and safely use a nibbler.	10 mins
Welding Safety: Burn Safety	Learn and demonstrate knowledge of the types of burn risks associated with welding arcs, as well as how to protect themselves with personal protective equipment and safety procedures.	8 mins
Welding Safety: Spot Welding Safety	Learn and demonstrate how to safely use resistance welding equipment.	9 mins
Welding Safety: MIG Welding Safety	Learn and demonstrate how to safely use MIG welding equipment.	12 mins
Welding Safety: Oxy-Acetylene Safety	Learn and demonstrate how to safely use oxy-acetylene welding equipment.	14 mins

Module: Airframe Skills

Simulation	Description	Duration
Sheet Metal Fabrication	Fabricate a sheet metal doubler plate for an antenna installation, including cutting sheet metal to proper dimensions and determining proper rivet layout.	15 mins
Sheet Metal Repair	Install a flush patch for a damaged sheet metal skin, including riveting the patch to the aircraft skin.	18 mins
Composite Repair	Cut out and repair the damaged area of a composite surface on a Lear 35.	15 mins
Plastic Repair	Learn how to repair a cracked acrylic window using two different methods.	16 mins
Rudder Balance and Cable Terminal End Swaging	Check the balance of the rudder, then swage the cable terminal end to the specified dimension.	15 mins
Aileron Rigging	Confirm the following are rigged to specification and adjust as needed: bellcrank stop bushing position, carry-through cable tension, aileron flushness with adjacent flap, and aileron travel.	16 mins
LG Maintenance: Shock Struts	Remove, rebuild, replace, and service shock struts.	18 mins
LG Maintenance: Brake Bleeding	Service a brake system with hydraulic fluid, including performing gravity brake bleeding and pressure brake bleeding.	18 mins
LG Maintenance: Brake Lining Replacement	Perform brake system maintenance, including replacing the brake lining.	20 mins
LG Maintenance: Wheel Bearings	Remove the wheel and remove, inspect, pack, and reinstall wheel bearings.	15 mins
LG Maintenance: Wheel and Tire Replacement	Disassemble the wheel, remove the tire from the wheel and inspect it, and then reassemble the wheel.	15 mins
LG Maintenance: Retraction Test	Perform a retraction test, including swinging the landing gear, and a position indication system check.	13 mins
LG Maintenance: Wheel Alignment	Check landing gear alignment for camber and toe-in/out.	13 mins
Hydraulic and Pneumatic System Maintenance: Component R&R	Remove and replace the hydraulic accumulator and the hydraulic system filter.	17 mins
Hydraulic and Pneumatic System Maintenance: Component Servicing	Service a hydraulic reservoir and accumulator.	15 mins
Static and Pitot Leak Checks	Perform leakage checks on the static and pitot systems.	15 mins
ELT Inspection	Inspect and install an emergency locator transmitter.	12 mins
Antenna Installation	Install a GPS antenna on an aircraft, including setting proper antenna placement, measuring and marking for the antenna, and attaching the antenna to the aircraft.	22 mins
Fuel System Maintenance: Inspect & Service	Inspect, check, and service a fuel system on a Cessna 172.	15 mins
Fuel System Component: Remove & Replace	Remove and replace the fuel quantity transmitter and selector valve, then prime the aircraft fuel system.	15 mins
AC Electrical System Troubleshooting	Troubleshoot electrical shorts in the alternator system and remove the alternator.	18 mins
DC Electrical System Troubleshooting	Troubleshoot a DC electrical system and repair a broken circuit wire.	13 mins
Inspect and Check Anti-Ice Systems	Engage, inspect, and troubleshoot anti-ice systems on a Cessna 172 aircraft.	15 mins

Module: Powerplant Skills

Simulation	Description	Duration
Reciprocating Engine: Cylinder and Piston Assembly	Assemble the piston and cylinder assemblies and install them on the engine.	16 mins

Controls Tutorial: Picking Up Objects	Learn and demonstrate basic use of the VR controllers.	2 mins
Fractional Inch Rule	Learn to take measurements with a fractional inch rule.	7 mins
Decimal Inch Rule	Learn to take measurements with a decimal inch rule.	7 mins
Metric Rule	Learn to take measurements with a metric rule.	6 mins
Controls Tutorial: Calipers	Learn and demonstrate how to use the caliper controls.	2 mins
Outside Caliper	Learn and demonstrate how to use an outside caliper to take a transfer measurement with a fractional inch rule.	5 mins
Inside Caliper	Learn and demonstrate how to use an inside caliper to take a transfer measurement with a fractional inch rule.	5 mins
Controls Tutorial: Calipers II	Learn and demonstrate how to use the dial inch and digital caliper controls.	2 mins
Dial Inch Caliper	Learn and demonstrate how to use a dial inch caliper to take inside, outside, and depth measurements.	8 mins
Digital Caliper	Learn and demonstrate how to use a digital caliper to take inside, outside, and depth measurements.	5 mins
Controls Tutorial: Micrometer	Learn and demonstrate how to use the micrometer control.	2 mins
Micrometer	Learn and demonstrate how to measure using an analog micrometer.	10 mins
Digital Micrometer	Learn and demonstrate how to measure using a digital micrometer.	5 mins
Calibration and Zeroing	Learn and demonstrate how to check the calibration of precision tools and how to zero digital calipers and micrometers.	9 mins
Simplify Fractions: Halves	Learn to recognize and simplify fractions with a denominator of 2.	8 mins
Simplify Fractions: Quarters	Learn to recognize and simplify fractions with a denominator of 4.	8 mins
Simplify Fractions: 8ths	Learn to recognize and simplify fractions with a denominator of 8.	10 mins
Simplify Fractions: 16ths and Compound Fractions	Learn to recognize and simplify fractions with a denominator of 16. They'll also learn to recognize compound fractions and convert them to whole numbers.	10 mins
Simplifying Fractions: 32nds, 64ths, and the Scale Rule	Learn to recognize and simplify fractions with denominators of 32 and 64. They'll also learn and demonstrate how to take measurements using a scale rule.	10 mins
Rounding Decimals	Learn and demonstrate how to round measurements to the nearest 10th, 100th, and 1000th decimal places.	12 mins

Module: Electrical Fundamentals (Closed Captioning)

Simulation	Description	Duration
Electrical Fundamentals: Circuits & Ohm's Law	Learn and demonstrate knowledge of electrical/electronic series, parallel, and series-parallel circuits using principles of electricity (Ohm's Law).	25 mins
Electrical Test Equipment - Multimeter: Voltage	Learn and demonstrate how to use a multimeter to measure the voltages in specified devices—from line to neutral and neutral to ground—including setting it properly for expected readings and safely using probes to place the meter in parallel with the circuit.	28 mins
Electrical Fundamentals: Electrical Repair - Basic Soldering	Learn and demonstrate basic soldering skills.	16 mins

Reciprocating Engine: Cylinder Compression Test	Perform an engine cylinder compression test.	15 mins
Reciprocating Engine: Baffling Repair	Repair the baffling on a reciprocating engine.	16 mins
Reciprocating Engine: Induction Filter Change	Replace the induction air filter and inspect the carburetor airbox.	15 mins
Reciprocating Engine: Exhaust Inspection	Inspect, and perform a pressure test on, the exhaust system of a reciprocating engine.	17 mins
Reciprocating Engine: Starter System Inspection and Replacement	Inspect the starter system and replace the starter.	15 mins
Reciprocating Engine: Carburetor System Maintenance	Install and adjust the carburetor fuel metering system.	15 mins
Reciprocating Engine: Fuel Injection System Maintenance	Remove, inspect, install, and adjust the (continuous flow) fuel injection system, including the fuel nozzle.	15 mins
Reciprocating Engine Ignition: Internal Magneto Timing	Determine the internal timing of a magneto.	15 mins
Reciprocating Engine Ignition: Magneto to Engine Timing	Determine magneto-to-engine timing.	15 mins
Reciprocating Engine: Oil System Inspection	Remove, inspect, and replace engine oil filter and adjust oil pressure relief valve.	23 mins
Reciprocating Engine: Oil Pressure Gauge Troubleshooting	Troubleshoot the oil pressure system and replace a faulty gauge.	15 mins
Propeller: Inspection and Repair	Measure the blade angle, perform static tracking, and file out a nick.	15 mins
Reciprocating Engine: Operational Check	Perform an engine operation check to ensure instruments and systems are functional.	15 mins
Turbine Engine: Compressor Inspection	Remove components to access the compressor and inspect it for damage.	14 mins
Turbine Engine: Combustion Liner Inspection	Remove the combustion liner and inspect it for defects.	12 mins
Turbine Engine: Oil System Inspection	Inspect and service the oil system.	24 mins
Turbine Engine: EGT Inspection	Inspect the turbine engine exhaust gas temperature thermocouple.	15 mins
Turbine Engine: Ignition System Inspection	Inspect and repair the ignition/starting components on a turbine engine, including igniters.	19 mins
Turbine Engine: Fuel Injection System Maintenance Part 1	Inspect the fuel injection system, including removing components and checking the fuel nozzle spray pattern.	20 mins
Turbine Engine: Fuel Injection System Maintenance Part 2	Inspect the fuel injection system, including removing and replacing components and checking the fuel filter flow rate.	12 mins
Turbine Engine: Induction System Inspection	Inspect the turbine engine anti-icing and bleed air valves.	18 mins
Turbine Engine: Generator Inspection	Inspect the turbine engine starter/generator.	14 mins

Module: Precision Measurement (Closed Captioning)

Simulation	Description	Duration
Intro to Simon	Introduction to the virtual coach.	1 mins

Diesel Technology

Comprehensive, task-based VR simulations give trainees and job-seekers simulated, virtual experience to build basic knowledge and skills in truck maintenance and diesel technology for entry-level employment as a bus/truck mechanic, farm equipment mechanic and service technician, or heavy equipment mechanic.



Module: Diesel Vehicle Maintenance

Simulation	Description	Duration
Lifting Devices	Trainee will properly place jack stands and lift a diesel truck.	16 mins
Tire Inspection	Inspect and service a tire on a commercial dual-tire fitment.	17 mins
Tire Replacement	Remove and replace two tires in a diesel vehicle.	21 mins
Oil and Filter Service	Perform an oil and filter service on both Cummins X15 and Detroit DD15 engines.	23 mins
Fuel System Service	Replace a fuel filter, as well as prime and bleed the fuel systems for Cummins X15 and Detroit DD15 engines.	20 mins
Fundamental Analysis: Air Compressor Replacement	Identify the brake system components and configurations of air S-cam brakes, as well as operate and replace an air compressor.	20 mins
Fundamental Analysis: Air Distribution System	Remove and replace the air governor, dryer, and reservoir.	17 mins
Fundamental Analysis: Air Valve Arrangement	Identify and replace air supply and service system components.	19 mins
Drum Brake Inspection and Repair	Remove, clean, and inspect a drum brake.	15 mins
Parking Brakes Analysis and Repair	Cage and uncage the spring brakes, identify and inspect slack adjusters, and replace the spring brake chamber.	22 mins
CAM Brake Replacement	Perform an S-cam brake replacement, including removing the drum brake and shoes, assembling replacement shoes, and adjusting and uncaging the brakes.	19 mins
Wheel Ends	Disassemble and assemble a wheel-end assembly, including lubricating, chocking, and replacing and adjusting wheel bearings and races/cups, as well as inspecting spindles/tubes and other hardware. Trainee will also check the hub assembly fluid level and condition and verify end play using the dial indicator method.	31 mins
Steering Gearbox Replacement	Remove and replace a power steering gearbox. Trainee will complete the post installation inspection.	20 mins
Tie Rod End Replacement	Replace tie rods and ball joints.	19 mins
Remove & Replace Steering Linkages	Remove and replace steering linkage components including: drag link, Pitman arm, and steering shaft.	20 mins
Kingpin Assembly Inspection	Inspect parts of the lower steering system including the kingpin assembly and tie rod ends.	16 mins
Kingpin Replacement	Replace the kingpin.	26 mins
Shock Absorber Replacement	Replace shock absorbers, bushings, brackets, and mounts in a diesel truck.	10 mins
Leaf Spring Replacement	Replace leaf springs, center bolts, pins, bushings, shackles, and U-bolts in a diesel truck.	19 mins
Drivetrain Inspection	Lubricate the clutch and U-joints, and service both the transmission and rear axles of a diesel truck.	20 mins
Battery Replacement	Diagnose, remove, and replace a battery in a diesel truck.	19 mins
Starter Replacement	Diagnose, remove, and replace a starter motor in a diesel truck.	13 mins
Engine Analysis	Diagnose and test engine oil, DEF, and engine coolant in a diesel truck.	18 mins

Module: Diesel Engine Overhaul

Simulation	Description	Duration
Exhaust System Removal	Remove the turbocharger, exhaust manifold, and thermostat housing.	26 mins
Air Intake, EGR, and Crankcase Ventilation Removal	Remove the air intake, EGR, and crankcase ventilation.	20 mins
Fuel Supply System and Cam Gear Removal	Remove the external engine fuel system components and camshaft gears.	15 mins
Cylinder Head Overhaul	Disassemble the valve cover, valve train, camshafts, and injectors, then remove the cylinder head.	21 mins
Cylinder Head Analysis	Inspect the surface of a cylinder head for damage using two non-destructive tests.	16 mins
Cylinder Head Integrity Process	Measure and assess cylinder head warpage.	17 mins
Cylinder Head Disassembly and Assembly	Disassemble and reassemble the cylinder head valves and injectors.	15 mins
Cylinder Liner and Head Valve Protrusion Tests	Perform cylinder liner and head valve protrusion tests using a dial indicator.	19 mins
Cylinder Head Installation	Install the cylinder head, valve bridge, and engine injectors.	16 mins
Dual Overhead Cam and Valve Train Installation	Install the dual overhead camshaft and valve train.	15 mins
Fuel Supply System Installation	Install the fuel supply system.	15 mins
Air Intake, EGR, and Crankcase Ventilation Assembly	Assemble the air intake, EGR, and crankcase ventilation.	15 mins
Exhaust System Installation	Assemble and install the turbocharger, exhaust manifold, and thermostat housing.	20 mins
Valve and Injector Adjustments	Adjust valve bridges, valve clearances, and injector settings.	18 mins
Timing and Backlash Procedure: Part 1	Learn to inspect and install the timing gear train.	6 mins
Timing and Backlash Procedure: Part 2	Inspect and install the timing gear train and adjust gear backlash.	27 mins
Crankshaft Removal	Prepare the engine and remove the crankshaft.	16 mins
Piston and Connecting Rod Removal	Remove the piston cooling jets, and the piston and connecting rod assembly.	15 mins
Cylinder Liner Removal and Reinstallation	Remove and reinstall the cylinder liners and seals.	13 mins
Main Bearing Replacement	Replace main bearings and thrust bearings.	14 mins
Crankshaft End Play Measurement	Check and correct crankshaft end play.	13 mins
Piston Assembly and Measurement	Measure clearances, install piston rings, and put together the assembly.	18 mins
Piston and Bearing Installation	Install a piston, connecting rod, and bearings into a cylinder liner.	16 mins

Module: Precision Measurement (Closed Captioning)

Simulation	Description	Duration
Intro to Simon	Introduction to the virtual coach.	1 mins
Controls Tutorial: Picking Up Objects	Learn and demonstrate basic use of the VR controllers.	2 mins
Fractional Inch Rule	Learn to take measurements with a fractional inch rule.	7 mins
Decimal Inch Rule	Learn to take measurements with a decimal inch rule.	7 mins

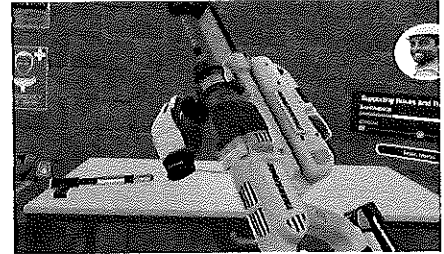
Metric Rule	Learn to take measurements with a metric rule.	6 mins
Controls Tutorial: Calipers	Learn and demonstrate how to use the caliper controls.	2 mins
Outside Caliper	Learn and demonstrate how to use an outside caliper to take a transfer measurement with a fractional inch rule.	5 mins
Inside Caliper	Learn and demonstrate how to use an inside caliper to take a transfer measurement with a fractional inch rule.	5 mins
Controls Tutorial: Calipers II	Learn and demonstrate how to use the dial inch and digital caliper controls.	2 mins
Dial Inch Caliper	Learn and demonstrate how to use a dial inch caliper to take inside, outside, and depth measurements.	8 mins
Digital Caliper	Learn and demonstrate how to use a digital caliper to take inside, outside, and depth measurements.	5 mins
Controls Tutorial: Micrometer	Learn and demonstrate how to use the micrometer control.	2 mins
Micrometer	Learn and demonstrate how to measure using an analog micrometer.	10 mins
Digital Micrometer	Learn and demonstrate how to measure using a digital micrometer.	5 mins
Calibration and Zeroing	Learn and demonstrate how to check the calibration of precision tools and how to zero digital calipers and micrometers.	9 mins
Simplify Fractions: Halves	Learn to recognize and simplify fractions with a denominator of 2.	8 mins
Simplify Fractions: Quarters	Learn to recognize and simplify fractions with a denominator of 4.	8 mins
Simplify Fractions: 8ths	Learn to recognize and simplify fractions with a denominator of 8.	10 mins
Simplify Fractions: 16ths and Compound Fractions	Learn to recognize and simplify fractions with a denominator of 16. They'll also learn to recognize compound fractions and convert them to whole numbers.	10 mins
Simplifying Fractions: 32nds, 64ths, and the Scale Rule	Learn to recognize and simplify fractions with denominators of 32 and 64. They'll also learn and demonstrate how to take measurements using a scale rule.	10 mins
Rounding Decimals	Learn and demonstrate how to round measurements to the nearest 10th, 100th, and 1000th decimal places.	12 mins

Module: Electrical Fundamentals (Closed Captioning)

Simulation	Description	Duration
Electrical Fundamentals: Circuits & Ohm's Law	Learn and demonstrate knowledge of electrical/electronic series, parallel, and series-parallel circuits using principles of electricity (Ohm's Law).	25 mins
Electrical Test Equipment - Multimeter: Voltage	Learn and demonstrate how to use a multimeter to measure the voltages in specified devices—from line to neutral and neutral to ground—including setting it properly for expected readings and safely using probes to place the meter in parallel with the circuit.	28 mins
Electrical Fundamentals: Electrical Repair - Basic Soldering	Learn and demonstrate basic soldering skills.	16 mins

Electrical Construction

Transfr's Electrical Construction curriculum helps organizations efficiently prepare learners for entry-level electrical construction roles without the costs of consumables or safety concerns. Thirty engaging NCCER-aligned simulations give trainees opportunities to develop knowledge and skills in commercial electrical construction like conduit bending and install, wire pulling, installing prefabs and boxes.



Module: Electrical Construction

Simulation	Description	Duration
Conduit Bending: Introduction to 90-Degree Stub-Ups	Introduction to 90-degree stub-ups and will learn and demonstrate how to measure, mark, and bend them.	25 mins
Conduit Bending: Calculating and Performing 90-Degree Bends	Demonstrate how to take measurements, then calculate and perform a 90-degree bend.	27 mins
Conduit Bending: Introduction to Offsets	Introduction to offsets, then learn and demonstrate how to bend and evaluate them.	30 mins
Conduit Bending: Preparing and Performing Offsets	Learn and demonstrate how to evaluate and measure obstacles, then bend offsets around them.	30 mins
Conduit Bending: Calculating and Evaluating Offsets	Learn and demonstrate how to calculate and convert measurements interpreted from a job site, then lay out and evaluate offset bends according to specifications.	23 mins
Single MC Prefab Assembly	Learn and demonstrate how to assemble, then install, a prefab device for a single MC.	18 mins
Single Conduit Prefab Assembly	Learn and demonstrate how to build a single conduit box bracket prefab device.	17 mins
Assessment 1	Assemble and install a prefab device for a single MC installation, prepare an EMT, bend a 90-degree stub-up, and bend and evaluate an offset.	20 mins
Single MC 1	Learn and demonstrate how to complete a single MC installation without an HR box present.	20 mins
Single MC 2	Complete a single MC installation with an overhead box present.	22 mins
Single MC 3	Learn and demonstrate how to complete a single MC installation with an obstruction.	14 mins
Single MC 4	Learn and demonstrate how to complete a single MC installation when extra vertical and horizontal supports are required.	22 mins
Assessment 2	Assess the jobsite to determine correct measurements and calculations for 90-degree conduit and offset bends, and complete a single MC installation in an OH box.	20 mins
Horizontal MC 1	Learn and demonstrate how to run a horizontal MC between boxes of the same height, with a focus on taking measurements and punching holes in studs.	30 mins
Horizontal MC 2	Learn and demonstrate how to run a horizontal MC between boxes of different heights.	24 mins
Horizontal MC 3	Learn and demonstrate how to run a horizontal MC between boxes with obstructions.	20 mins
Horizontal Conduit 1	Learn and demonstrate how to run conduit between boxes of the same height, with a focus on taking measurements and punching holes in studs.	30 mins
Horizontal Conduit 2	Learn and demonstrate how to run conduit between boxes of different heights.	29 mins
Horizontal Conduit 3	Learn and demonstrate how to run conduit between boxes with obstructions.	32 mins
Single Conduit Install 1	Install single conduit that must be trimmed to meet elevation requirements and connect to an HR box present.	32 mins
Single Conduit Install 2	Learn and demonstrate how to install a single conduit that must have a 90-degree stub bent to fit a predetermined elevation and that may have an HR box present.	35 mins

Single Conduit Install 3	Learn and demonstrate how to install a single conduit that must be extended in length to meet the predetermined elevation.	34 mins
Single Conduit Install 4	Determine elevation and alter a prefab conduit with 90-degree stubs to proper elevation when an OH box is present.	32 mins
Supporting Boxes and Racks Overhead	Learn and demonstrate how to install overhead supports for use in concrete and steel, including wedge anchors, actuated fasteners, and beam clamps.	25 mins
Assessment 3	Install a wedge anchor for an HR box, prepare and install horizontal conduit between two wall device boxes, and install single conduit between a wall box and the HR box.	24 mins
Installing HR & OH 2100 Boxes	Learn and demonstrate how to mark locations for ceiling fasteners, as well as safely install HR and OH 2100 boxes using actuated fasteners, wedge anchors, and beam clamps.	29 mins
Overhead MC Install 1	Learn and demonstrate how to install an overhead MC, with a focus on installing the MC.	20 mins
Overhead MC Install 2	Learn and demonstrate how to install and support an overhead MC, with a focus on supporting the MC.	24 mins
Overhead MC Install 3	Learn and demonstrate how to install an overhead MC when there is insufficient room to support the MC above the box.	21 mins
Wall Wire Pulling	Learn and demonstrate how to prepare for, label, and safely pull wire from wall boxes to an overhead box.	17 mins
Overhead Branch Conduit 1	Learn and demonstrate how to install EMT conduit that includes overhead supports and couplings, per specifications.	20 mins
Overhead Branch Conduit 2	Learn and demonstrate how to install EMT conduit that includes overhead supports, couplings, and type-C conduit bodies, per specifications.	19 mins
Overhead Branch Conduit 3	Learn and demonstrate how to calculate, bend, and install EMT conduit that includes overhead supports, couplings, and type-C conduit bodies, per specifications.	20 mins
Assessment 4	Prepare and install horizontal conduit between two wall device boxes, install single MC, install an OH 2100 box, and run branch conduit with a 30-degree offset.	20 mins

Module: Construction Safety (Closed Captioning)

Simulation	Description	Duration
Job Site Safety: Situational Awareness	Learn and demonstrate job site situational awareness.	18 mins
Personal Protective Equipment: Respirators	Learn and demonstrate awareness of respiratory hazards and how to use a respirator.	13 mins
Extension Ladder Safety	Properly inspect, set up, and use an extension ladder.	12 mins
Scaffolds	Learn and demonstrate how to safely use scaffolds.	14 mins
Layout Tools: Squares, Plumb Bobs, and Levels	Identify and use levels, squares, and a plumb bob.	12 mins
Hand Tools: Hand Saws	Learn and demonstrate how to inspect and safely use a hand saw.	16 mins
Hand Tools: Hack Saws	Learn and demonstrate how to inspect and safely use a hacksaw.	16 mins
Power Tools: Impact Wrenches	Learn and demonstrate how to inspect and safely use an impact wrench.	15 mins
Power Tools: Hammer Drill	Inspect and safely use a hammer drill.	12 mins
Power Tools: Reciprocating Saw	Learn and demonstrate how to inspect and safely use a reciprocating saw.	14 mins
Power Tools: Portable Band Saw	Learn and demonstrate how to inspect and safely use a portable band saw.	16 mins
Power Tools: Cutoff Saw	Inspect and safely use a cutoff saw.	12 mins
Construction Drawings 1	Learn and demonstrate how to identify various types of construction drawings, as well as interpret their purpose and fundamental components.	16 mins
Construction Drawings 2	Read construction drawings and measure dimensions with an architect's scale.	12 mins
Materials Handling: Safety Concepts and Precautions	Learn and demonstrate knowledge of common material handling safety precautions.	16 mins

Materials Handling: Placards	Learn and demonstrate how to identify and understand common hazardous materials placards.	15 mins
Materials Handling: Non-Motorized Equipment	Learn and demonstrate how to plan a safe route when using a pallet jack.	16 mins
Materials Handling: Motorized Equipment	Learn and demonstrate how to identify and safely be around motorized material handling equipment.	19 mins
Intro to Rigging Equipment	Learn about different types of slings and shackles commonly used in rigging.	19 mins
Intro to Rigging Hitches	Learn basic concepts and safety practices for bridle and double choker hitches.	18 mins

Additional construction-related skills can be found in the following simulations from Plant Safety:

- Intro to Simon, and Accidents and Injury Prevention
- Personal Protective Equipment
- Energy Related Hazards
- Lockout Tagout
- Safety Data Sheets
- Hand Tools: Inspecting and Identifying Correctly
- Hand Tools: Using Hand Tools Correctly
- Power Tools: Pneumatic Wrenches and Screwdrivers
- Power Tools: Handheld Grinder
- Power Tools: Stationary Grinder
- Materials Handling: Situational Awareness
- Materials Handling: Manual Lifting
- Materials Handling: Receiving and Storage Safety

Module: Electrical Fundamentals (Closed Captioning)

Simulation	Description	Duration
Electrical Fundamentals: Circuits & Ohm's Law	Learn and demonstrate knowledge of electrical/electronic series, parallel, and series-parallel circuits using principles of electricity (Ohm's Law).	25 mins
Electrical Test Equipment - Multimeter: Voltage	Learn and demonstrate how to use a multimeter to measure the voltages in specified devices—from line to neutral and neutral to ground—including setting it properly for expected readings and safely using probes to place the meter in parallel with the circuit.	28 mins
Electrical Fundamentals: Electrical Repair - Basic Soldering	Learn and demonstrate basic soldering skills.	16 mins

Module: Mechatronics (Closed Captioning)

Simulation	Description	Duration
Variable Speed Motor: Assembly	Learn and demonstrate how to assemble an AC variable speed motor with keyed shaft, pillow-block bearings, assorted gears, couplings, and standoffs.	18 mins
Variable Speed Motor: Wiring	Learn and demonstrate how to interpret wiring diagrams to make proper connections, energize, and verify rotational direction on a variable speed motor.	14 mins
Variable Speed Motor: Measurements	Learn and demonstrate how to use a multimeter to measure current, voltage, and resistance.	18 mins

Module: Blueprint Reading (Closed Captioning)

Simulation	Description	Duration
Intro to Construction and Technical Drawings	Learn how to interpret "The Language of Lines," and use it in architectural and technical drawings.	13 mins
Interpreting Technical Drawings	Learn and demonstrate how to use "The Language of Lines" to interpret technical drawings.	15 mins
Technical Drawings: Dimensioning	Learn and demonstrate accepted dimensioning techniques used in technical drawing.	20 mins
Technical Drawings: General Standard Symbols, Screw Callouts, and Thread Symbols	Learn to identify common dimensioning symbols, interpret screw callouts, and examine thread symbols within a technical drawing.	21 mins
Technical Drawings: Finishing	Learn and demonstrate how to interpret surface finish symbols for use on technical drawings as part of the	25 mins

Surfaces and Symbols	manufacturing process.	
Technical Drawings: Terminology of Machined Slots	Learn and demonstrate knowledge of terminology, common configurations, and features of the following machined parts and slots: chamfer, dovetails, keys and keyways, mortise and tenon, slotted holes, and T-grooves.	20 mins
Technical Drawings: Intro to Title Blocks & Assembly Drawings	Introduction to the practice of using information from title blocks and assembly drawings to correctly identify machined parts.	20 mins
Technical Drawings: Using Title Blocks & Assembly Drawings	Learn and demonstrate how to use information from title blocks and assembly drawings to correctly identify machined parts.	15 mins
Technical Drawings: Visualization & Views	Learn and demonstrate how to communicate and verify the relationship between technical drawings and machined parts using visualization and interpretation.	20 mins
Technical Drawings: Section & Auxiliary Views	Learn and demonstrate how to select and verify machined parts by interpreting sectional and auxiliary views.	25 mins
Technical Drawings: Assembly and Tolerance	Learn and demonstrate how to identify the features of an assembly drawing and a matching drawing, as well as practice reading tolerances by defining a part's range of variation.	15 mins

Module: Precision Measurement (Closed Captioning)

Simulation	Description	Duration
Intro to Simon	Introduction to the virtual coach.	1 mins
Controls Tutorial: Picking Up Objects	Learn and demonstrate basic use of the VR controllers.	2 mins
Fractional Inch Rule	Learn to take measurements with a fractional inch rule.	7 mins
Decimal Inch Rule	Learn to take measurements with a decimal inch rule.	7 mins
Metric Rule	Learn to take measurements with a metric rule.	6 mins
Controls Tutorial: Calipers	Learn and demonstrate how to use the caliper controls.	2 mins
Outside Caliper	Learn and demonstrate how to use an outside caliper to take a transfer measurement with a fractional inch rule.	5 mins
Inside Caliper	Learn and demonstrate how to use an inside caliper to take a transfer measurement with a fractional inch rule.	5 mins
Controls Tutorial: Calipers II	Learn and demonstrate how to use the dial inch and digital caliper controls.	2 mins
Dial Inch Caliper	Learn and demonstrate how to use a dial inch caliper to take inside, outside, and depth measurements.	8 mins
Digital Caliper	Learn and demonstrate how to use a digital caliper to take inside, outside, and depth measurements.	5 mins
Controls Tutorial: Micrometer	Learn and demonstrate how to use the micrometer control.	2 mins
Micrometer	Learn and demonstrate how to measure using an analog micrometer.	10 mins
Digital Micrometer	Learn and demonstrate how to measure using a digital micrometer.	5 mins
Calibration and Zeroing	Learn and demonstrate how to check the calibration of precision tools and how to zero digital calipers and micrometers.	9 mins
Simplify Fractions: Halves	Learn to recognize and simplify fractions with a denominator of 2.	8 mins
Simplify Fractions: Quarters	Learn to recognize and simplify fractions with a denominator of 4.	8 mins
Simplify Fractions: 8ths	Learn to recognize and simplify fractions with a denominator of 8.	10 mins
Simplify Fractions: 16ths and Compound Fractions	Learn to recognize and simplify fractions with a denominator of 16. They'll also learn to recognize compound fractions and convert them to whole numbers.	10 mins
Simplifying Fractions: 32nds, 64ths, and the Scale Rule	Learn to recognize and simplify fractions with denominators of 32 and 64. They'll also learn and demonstrate how to take measurements using a scale rule.	10 mins
Rounding Decimals	Learn and demonstrate how to round measurements to the nearest 10th, 100th, and 1000th decimal places.	12 mins

Module: Plant Safety (Closed Captioning)

Simulation	Description	Duration
Intro to Simon, Accidents and Injury Prevention	Learn and demonstrate accident and injury prevention awareness, including identifying fire hazards; safe lifting; basic lockout-tagout procedures; and workplace hazards.	18 mins
Protective Equipment: Eye, Hearing, Hand, and Foot Protection and Hearing Conservation	Learn and demonstrate personal protective equipment (PPE) usage.	12 mins
Hand Tools: Inspecting and Identifying Correctly	Learn and demonstrate how to identify and inspect the following common hand tools: slip-joint pliers, Phillips head screwdriver, sheet metal shears, torque wrench, utility knife, and wrench.	7 mins
Hand Tools: Using Hand Tools Correctly	Learn and demonstrate how to use the following common hand tools: slip-joint pliers, Phillips head screwdriver, sheet metal shears, torque wrench, utility knife, and wrench.	15 mins
Materials Handling: Situational Awareness	Learn and demonstrate situational awareness in a warehouse environment.	6 mins
Materials Handling: Receiving and Storage Safety	Learn and demonstrate safe receiving and storage techniques.	11 mins
Materials Handling: Manual Lifting	Learn and demonstrate safe manual lifting techniques.	8 mins
Materials Handling: Metal/Glass Sheets and Cylindrical Objects	Learn and demonstrate how to safely lift and handle metal/glass sheets and cylindrical objects.	7 mins
Materials Handling: Hoists & Cranes	Learn and demonstrate basic safety practices for working with and around hoists and cranes.	22 mins
Energy Related Hazards (Electrical Safety, GFCI, and Electric Shock)	Learn and demonstrate awareness of energy-related hazards and the techniques to avoid or mitigate them.	10 mins
Lockout & Tagout	Learn and demonstrate a lockout-tagout procedure.	7 mins
Robotic Safety	Learn and demonstrate awareness of robotic work cell safety.	10 mins
Ladder Safety: A-Frame Stepladders	Learn and demonstrate how to inspect, safely set up, and properly use an A-frame stepladder.	10 mins
Ladder Safety: Straight Ladders	Learn and demonstrate how to inspect, safely set up, and properly use a straight ladder.	12 mins
Fire Extinguisher Safety	Learn and demonstrate knowledge of the types of fire extinguishers and how to safely operate them.	8 mins
Safety Data Sheets	Learn and demonstrate how to use Safety Data Sheets to identify chemical-related hazards, first aid measures, and personal protective equipment.	10 mins
Bloodborne Pathogens	Learn and demonstrate knowledge of the types of bloodborne pathogens, as well as how to protect themselves with personal protective equipment and safety procedures.	8 mins
Power Tools/Electrical Safety: Pneumatic Wrenches and Screwdrivers	Learn and demonstrate how to inspect and safely use pneumatic wrenches and screwdrivers.	14 mins
Power Tools/Electrical Safety: Electric Drill	Learn and demonstrate how to inspect and safely use an electric drill.	11 mins
Power Tools/Electrical Safety: Circular Saw	Learn and demonstrate how to inspect and safely use a circular saw.	15 mins
Power Tools/Electrical Safety: Miter Saw	Learn and demonstrate how to inspect and safely use a miter saw.	9 mins
Power Tools/Electrical Safety: Bench and Pedestal Grinders	Learn and demonstrate how to inspect and safely use a pedestal grinder.	15 mins
Power Tools/Electrical Safety: Handheld Grinders	Learn and demonstrate how to inspect and safely use a handheld grinder.	13 mins

Power Tools/Electrical Safety: Nibblers	Learn and demonstrate how to inspect and safely use a nibbler.	10 mins
Welding Safety: Burn Safety	Learn and demonstrate knowledge of the types of burn risks associated with welding arcs, as well as how to protect themselves with personal protective equipment and safety procedures.	8 mins
Welding Safety: Spot Welding Safety	Learn and demonstrate how to safely use resistance welding equipment.	9 mins
Welding Safety: MIG Welding Safety	Learn and demonstrate how to safely use MIG welding equipment.	12 mins
Welding Safety: Oxy-Acetylene Safety	Learn and demonstrate how to safely use oxy-acetylene welding equipment.	14 mins

Hospitality and Tourism

Help learners develop foundational culinary and baking skills needed to be familiar with commercial kitchen operations. Trainees will also practice and refine professionalism and soft skills for entry-level employment in Hospitality & Tourism occupations.



Module: Hospitality Soft Skills (Closed Captioning)

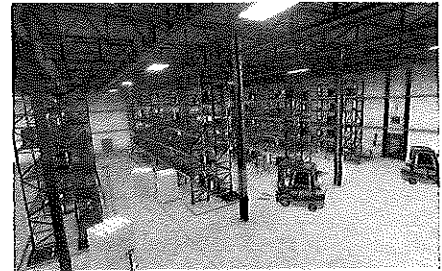
Simulation	Description	Duration
Introduction	Introduction to the virtual coach and will learn and demonstrate basic use of the VR controllers in Hospitality Soft Skills.	5 mins
First Impressions: Receiving a 5-Star Experience	Trainee will go through the 5-star hotel guest check-in experience. Learn the importance of using soft skills for guest interactions and the hallmarks of professionalism, including hygiene, dress, and coming to work prepared.	11 mins
First Impressions: Providing a 5 Star Experience	Learn and demonstrate how to welcome guests, make a connection, and ensure guest needs are met with guidance from their virtual coach.	12 mins

Module: Culinary: Intro to Culinary Arts and Basic Baking

Simulation	Description	Duration
Identifying Tools & Equipment	Learn and demonstrate how to identify and utilize common culinary tools and equipment.	20 mins
Professional Uniform	Learn and demonstrate how to select and properly wear a professional culinary uniform.	14 mins
Knife Skills 1	Learn and demonstrate basic knife safety and skills, including peeling a potato, squaring it off, and performing dice and batonnet cuts.	12 mins
Knife Skills 2	Learn and demonstrate how to peel a carrot, perform rondelle, bias, paysanne, and lozenge cuts, peel and dice an onion, and chiffonade herbs.	13 mins
Measuring Dry/Wet Ingredients	Properly measure wet and dry ingredients using the appropriate tools.	20 mins
Stocks	Make both white and brown stocks.	20 mins
Soups and Sauces	Learn and demonstrate how to make a velouté sauce (one of the mother sauces) and a cream-based soup.	22 mins
Eggs	Learn and demonstrate how to make basic egg dishes, including sunny-side up eggs, an omelette, and a crepe.	21 mins
Quick Breads	Make quick breads using the biscuit mixing and muffin mixing methods.	20 mins
Yeast Breads	Make straight bread dough.	19 mins
Enriched Yeast Breads	Make enriched yeast doughs using the straight dough and enriched dough methods.	17 mins
Cookies and Brownies	Make drop cookies and sheet bar cookies.	17 mins
Pies and Tarts	Prepare pie dough, form a pie crust, and assemble a fruit tart.	14 mins
Cakes	Make cake batter using the creaming, two-stage, and sponge cake methods.	16 mins

Manufacturing and Construction: The Skilled Trades

Give learners and job seekers the skills they need to secure positions related to the manufacturing of vehicles, foodstuffs, household goods, and other products. Learners also develop fundamental skills related to construction of buildings and homes, roads, and other infrastructure.



Module: Plant Safety (Closed Captioning)

Simulation	Description	Duration
Intro to Simon, Accidents and Injury Prevention	Learn and demonstrate accident and injury prevention awareness, including identifying fire hazards; safe lifting; basic lockout-tagout procedures; and workplace hazards.	18 mins
Protective Equipment: Eye, Hearing, Hand, and Foot Protection and Hearing Conservation	Learn and demonstrate personal protective equipment (PPE) usage.	12 mins
Hand Tools: Inspecting and Identifying Correctly	Learn and demonstrate how to identify and inspect the following common hand tools: slip-joint pliers, Phillips head screwdriver, sheet metal shears, torque wrench, utility knife, and wrench.	7 mins
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Power Tools/Electrical Safety:	Learn and demonstrate how to inspect and safely use pneumatic wrenches and screwdrivers.	14 mins

Pneumatic Wrenches and Screwdrivers

Power Tools/Electrical Safety: Electric Drill	Learn and demonstrate how to inspect and safely use an electric drill.	11 mins
Power Tools/Electrical Safety: Circular Saw	Learn and demonstrate how to inspect and safely use a circular saw.	15 mins
Power Tools/Electrical Safety: Miter Saw	Learn and demonstrate how to inspect and safely use a miter saw.	9 mins
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Module: Construction Safety (Closed Captioning)

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Intro to Rigging Equipment	Learn about different types of slings and shackles commonly used in rigging.	19 mins
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- Lockout Tagout
- Safety Data Sheets
- Hand Tools: Inspecting and Identifying Correctly
- Hand Tools: Using Hand Tools Correctly
- Power Tools: Pneumatic Wrenches and Screwdrivers
- Power Tools: Handheld Grinder
- Power Tools: Stationary Grinder
- Materials Handling: Situational Awareness
- Materials Handling: Manual Lifting
- Materials Handling: Receiving and Storage Safety

Additional construction-related skills can be found in the following simulations for Precision Measurement

- Fractional Inch Rule
- Decimal Inch Rule
- Metric Rule

Module: Precision Measurement (Closed Captioning)

Simulation	Description	Duration
Intro to Simon	Introduction to the virtual coach.	1 mins
Controls Tutorial: Picking Up Objects	Learn and demonstrate basic use of the VR controllers.	2 mins
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Digital Caliper	Learn and demonstrate how to use a digital caliper to take inside, outside, and depth measurements.	5 mins
Controls Tutorial: Micrometer	Learn and demonstrate how to use the micrometer control.	2 mins
Micrometer	Learn and demonstrate how to measure using an analog micrometer.	10 mins
Digital Micrometer	Learn and demonstrate how to measure using a digital micrometer.	5 mins
Calibration and Zeroing	Learn and demonstrate how to check the calibration of precision tools and how to zero digital calipers and micrometers.	9 mins
Simplify Fractions: Halves	Learn to recognize and simplify fractions with a denominator of 2.	8 mins
Simplify Fractions: Quarters	Learn to recognize and simplify fractions with a denominator of 4.	8 mins

Simplify Fractions: 8ths	Learn to recognize and simplify fractions with a denominator of 8.	10 mins
Simplify Fractions: 16ths and Compound Fractions	Learn to recognize and simplify fractions with a denominator of 16. They'll also learn to recognize compound fractions and convert them to whole numbers.	10 mins
Simplifying Fractions: 32nds, 64ths, and the Scale Rule	Learn to recognize and simplify fractions with denominators of 32 and 64. They'll also learn and demonstrate how to take measurements using a scale rule.	10 mins
Rounding Decimals	Learn and demonstrate how to round measurements to the nearest 10th, 100th, and 1000th decimal places.	12 mins

Module: Blueprint Reading (Closed Captioning)

Simulation	Description	Duration
Intro to Construction and Technical Drawings	Learn how to interpret "The Language of Lines," and use it in architectural and technical drawings.	13 mins
Interpreting Technical Drawings	Learn and demonstrate how to use "The Language of Lines" to interpret technical drawings.	15 mins
Technical Drawings: Dimensioning	Learn and demonstrate accepted dimensioning techniques used in technical drawing.	20 mins
Technical Drawings: General Standard Symbols, Screw Callouts, and Thread Symbols	Learn to identify common dimensioning symbols, interpret screw callouts, and examine thread symbols within a technical drawing.	21 mins
Technical Drawings: Finishing Surfaces and Symbols	Learn and demonstrate how to interpret surface finish symbols for use on technical drawings as part of the manufacturing process.	25 mins
Technical Drawings: Terminology of Machined Slots	Learn and demonstrate knowledge of terminology, common configurations, and features of the following machined parts and slots: chamfer, dovetails, keys and keyways, mortise and tenon, slotted holes, and T-grooves.	20 mins
Technical Drawings: Intro to Title Blocks & Assembly Drawings	Introduction to the practice of using information from title blocks and assembly drawings to correctly identify machined parts.	20 mins
Technical Drawings: Using Title Blocks & Assembly Drawings	Learn and demonstrate how to use information from title blocks and assembly drawings to correctly identify machined parts.	15 mins
Technical Drawings: Visualization & Views	Learn and demonstrate how to communicate and verify the relationship between technical drawings and machined parts using visualization and interpretation.	20 mins
Technical Drawings: Section & Auxiliary Views	Learn and demonstrate how to select and verify machined parts by interpreting sectional and auxiliary views.	25 mins
Technical Drawings: Assembly and Tolerance	Learn and demonstrate how to identify the features of an assembly drawing and a matching drawing, as well as practice reading tolerances by defining a part's range of variation.	15 mins

Module: Mechatronics (Closed Captioning)

Simulation	Description	Duration
Variable Speed Motor: Assembly	Learn and demonstrate how to assemble an AC variable speed motor with keyed shaft, pillow-block bearings, assorted gears, couplings, and standoffs.	18 mins
Variable Speed Motor: Wiring	Learn and demonstrate how to interpret wiring diagrams to make proper connections, energize, and verify rotational direction on a variable speed motor.	14 mins
Variable Speed Motor: Measurements	Learn and demonstrate how to use a multimeter to measure current, voltage, and resistance.	18 mins

Module: Paint Robot Troubleshooting (Closed Captioning)

Simulation	Description	Duration
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Intro to Simon and Tools	Introduction to the virtual coach and will learn and demonstrate basic use of the VR controllers in Paint Robot Troubleshooting.	5 mins
Intro to the Virtual Paint Robot	Learn the components of the paint robot.	11 mins
Paint Booth Safety Procedures	Learn and demonstrate key safety procedures, like positioning the robot for maintenance; locking out process air; completing lockout-tagout procedures; cleaning out and super purging; and wearing proper PPE.	11 mins
Before Entering the Booth	Learn and demonstrate how to complete a safety checklist before entering the paint booth. Trainee will also be introduced to the supply and return valves within the booth.	3 mins
Bell Cup: Paint Spit Visible on Part	Learn and demonstrate how to identify the cause of paint spit/drips, as well as how to address it.	11 mins
Applicator: Signs of Moisture on the Shroud	Learn and demonstrate how to identify the cause of moisture, as well as how to address it.	12 mins
Troubleshooting Assessment 1	Troubleshooting 1: Trainee will be presented with a scenario and use their troubleshooting skills to identify and address the issue.	20 mins
Applicator: Leak at Quick Disconnect	Learn and demonstrate how to identify and assess the cause of moisture at the applicator quick disconnect, as well as how to address it.	13 mins
Isolation Line Leakage	Learn and demonstrate how to identify an isolation line pinhole leak, as well as how to address it.	8 mins
Paint Valve Troubleshooting	Learn and demonstrate how to identify and assess the cause of a leaking paint valve, as well as how to address it.	15 mins
Troubleshooting Assessment 2	Troubleshooting 2: Trainee will be presented with a scenario and use their troubleshooting skills to identify and address the issue.	20 mins

Module: Electrical Fundamentals (Closed Captioning)

Simulation	Description	Duration
Electrical Fundamentals: Circuits & Ohm's Law	Learn and demonstrate knowledge of electrical/electronic series, parallel, and series-parallel circuits using principles of electricity (Ohm's Law).	25 mins
Electrical Test Equipment - Multimeter: Voltage	Learn and demonstrate how to use a multimeter to measure the voltages in specified devices—from line to neutral and neutral to ground—including setting it properly for expected readings and safely using probes to place the meter in parallel with the circuit.	28 mins
Electrical Fundamentals: Electrical Repair - Basic Soldering	Learn and demonstrate basic soldering skills.	16 mins

Virtual Healthcare Clinic

Transfr's Virtual Healthcare Clinic simulates the type of training that takes place in a healthcare facility. With one-to-one training from a virtual coach who adapts to learner performance, Transfr's simulations focus on developing a pipeline of healthcare professionals for jobs that are going unfilled, working with educators, employers, and workforce development departments while reducing cost and risk for employers.

Endorsed by  **NCHSE**
National Commission for
Health Science Education

Health Sciences

Transfr's Health Sciences Patient Care Foundations modules give current and future healthcare personnel the skills to begin and progress on a career pathway. Learners build the foundational knowledge and skills required to provide safe, effective care that meets patients' needs and improves health outcomes for communities and populations.



Module: Regulatory Requirements

Technical Skills

Simulation	Description	Duration
Applying and Removing Fabric Physical Patient Restraints	Demonstrate evidence-based techniques for safe application and removal of fabric physical restraints during patient care.	30 mins

Module: Safety Practices

Infection Prevention and Control

Simulation	Description	Duration
Standard Precautions: Donning and Doffing Gloves	Apply best-practice techniques to safely don and doff gloves.	15 mins
Standard Precautions: Donning and Doffing Gown, Mask, and Eye Protection	Apply best-practice techniques to safely don and doff gowns, masks, and eye protection.	25 mins
Standard Precautions: Hand Hygiene	Apply standard precautions to properly wash hands and use alcohol-based hand sanitizer.	25 mins
Transmission-Based Precautions: Airborne and Droplet	Apply evidence-based practice techniques for airborne and droplet-based isolation precautions.	20 mins
Transmission-Based Precautions: Contact	Apply evidence-based practice techniques for contact-based isolation precautions.	20 mins

Technical Skills

Simulation	Description	Duration
Oxygen Use and Safety Measures	Integrate evidence-based practice techniques to safely use and store oxygen.	22 mins

Module: Technical Skills**Activities of Daily Living (ADLs)**

Simulation	Description	Duration
Assist Person with Female Genitalia During Bedpan, Perineal, and Urinary Catheter Care (Content Warning: Nudity)	Use evidence-based techniques to assist a person with female genitalia during use of a bedpan for bowel elimination and perform subsequent perineal and indwelling (foley) urinary catheter care.	60 mins
Assist Person with Male Genitalia During Perineal and Urinary Catheter Care (Content Warning: Nudity)	Use evidence-based techniques to perform perineal care and indwelling (foley) catheter care on a person with male genitalia.	50 mins
Assist with Dressing	Demonstrate evidence-based techniques for assisting with dressing a patient.	25 mins
Assist with Feeding	Prepare for and assist with feeding a patient, then record the oral food intake.	35 mins
Assist with Hand, Foot, and Nail Care	Demonstrate evidence-based techniques for assisting patients with hand, foot, and nail care.	60 mins
Assist with Mouth, Teeth, and Denture Care	Demonstrate evidence-based techniques for assisting the patient with oral and denture care.	55 mins
Make an Occupied Bed (Content Warning: Nudity)	Demonstrate evidence-based techniques for changing the linens on an occupied bed.	38 mins
Position In Bed (Content Warning: Nudity)	Demonstrate evidence-based practice techniques to assist a patient to reposition in bed and obtain a side-lying position.	35 mins
Provide Hair Care, Shave, and Give Back Rub	Demonstrate best-practice techniques to provide hair care, shave a patient's face, and give a back rub.	40 mins
Transfer from Bed to Wheelchair with Gait Belt	Apply best-practice techniques for transferring a patient from bed to wheelchair while reducing risk for injury to self and to patient.	25 mins
Reduce Risk for Venous Thromboembolism (VTE)	Demonstrate evidence-based techniques to reduce a patient's risk of developing venous thromboembolism (VTE).	35 mins

Data Collection

Simulation	Description	Duration
Measuring and Recording Intake	Accurately measure and record oral liquid intake.	15 mins
Measuring and Recording Output	Accurately measure and record urinary output.	30 mins
Obtaining Height and Weight	Obtain and record height and weight for an ambulatory and non-ambulatory patient.	35 mins
Vital Signs: Blood Pressure	Manually measure and chart brachial blood pressure.	20 mins
Vital Signs: Heart Rate	Correctly measure and document a patient's heart rate.	20 mins
Vital Signs: Respirations and Pain	Investigate the presence of a patient's pain and potential interventions prior to measuring and documenting the patient's respiratory rate.	16 mins
Vital Signs: Temperature	Correctly measure and document patient temperature.	25 mins

Appendix

The Transfr Trek full occupation list:

Agriculture, Food & Natural Resources

Veterinary Technician
Agricultural Engineer
Diesel Technician
Food Scientist
Veterinarian
Farm Manager

Architecture & Construction

Construction Manager
Construction Laborer
Operating Engineer
Solar Technician
HVAC Technician
Civil Engineer
Steelworker
Electrician
Pipefitter
Millwright
Lineworker
Carpenter
Architect
Plumber

Arts, Audio/Video Technology & Communications

Broadcast Technician
Lighting Technician
Graphic Designer
Film Director

Business Management & Administration

Customer Service Representative
Government Affairs Manager
Human Resource Specialist
Executive Assistant
Operations Manager
Event Planner

Education & Training

Educational Administrator
Instructional Designer
Teaching Assistant
School Counselor
Teacher

Finance

Investment Specialist
Financial Analyst
Financial Advisor
Insurance Agent
Claims Adjuster
Accountant
Actuary

Government & Public Administration

Emergency Management Director
Property Appraiser
City Planner

Health Sciences

Clinical Laboratory Technologist
Licensed Practical Nurse
Radiologic Technologist
Patient Care Technician
Surgical Technologist
Respiratory Therapist
Pharmacy Technician
Physical Therapist
Medical Assistant
Registered Nurse
Home Health Aide
Dental Assistant
Phlebotomist
Physician

Hospitality & Tourism

Hotel Front Desk Agent
Restaurant Manager
Hotel Manager
Travel Agent
Server
Chef

Human Services

Rehabilitation Counselor
Resident Assistant
Social Worker
Cosmetologist
Therapist
Counselor

Law, Public Safety, Corrections & Security

Paralegal or Legal Assistant
Emergency Medical Technician
Private Investigator
Correctional Officer
Probation Officer
Police Officer
Firefighter
Lawyer

Manufacturing

Installation Maintenance and Repair Worker
Semiconductor Manufacturing Technician
Mechanical Engineering Technologist
EV Battery Manufacturing Technician
Chemical Plant and Systems Operator
Industrial Maintenance Technician
Quality Control Inspector
Broadband Technician
Robotics Specialist
CNC Machinist
Welder

Marketing

Public Relations Specialist
Advertising Executive
Sales Representative
Marketing Manager
Real Estate Broker
Retail Manager

Science, Technology, Engineering & Mathematics

Environmental Scientist
Transportation Planner
Manufacturing Engineer
Process Technologist
Mechanical Engineer
Biomedical Engineer
Chemical Engineers
Computer Scientist
Electrical Engineer
Mathematician
Astrophysicist
Policy Analyst
Data Scientist

Transportation, Distribution & Logistics

Captain, Mate, or Pilot of Water Vessels
Airframe and Powerplant Technician
Automotive Services Technician
Electrical Vehicle Technician
Air Traffic Controller
Avionic Technicians
Logistics Manager
Truck Driver
Pilot

Customer Service Pre-Test
Get to Know Your Customer

1. What is one important thing to do when handling upset customers?
2. Sometimes when customers are dissatisfied with a service what will they do?
3. What is the first stage in handling a customer's complaint?
4. What is a good phrase to use when listening to an upset customer?
5. What is an out-of-control customer defined as?

Customer Service Post-Test
Meet Your Customers' Needs

1. **The best way for a sales associate to solve a complex problem is**
 - A. to ignore it and hope that the problem will go away.
 - B. to go on your lunch break and think about it.
 - C. to call for your supervisor or manager right away.
 - D. to tell them that you can't solve the problem, go away.

2. **Too many alternatives will cause the customer:**
 - A. to become confused.
 - B. to think of the sales associate as being too pushy.
 - C. to realize that the sales associate can do anything.
 - D. to become angry.

3. **The biggest reason a customer will not shop at your store is because**
 - A. they receive poor customer service.
 - B. the store is too big.
 - C. they are afraid.
 - D. the store does not have parking space.

4. **Customers that like to shop for fun are called**
 - A. "Grocery Store Shoppers."
 - B. "Thrift Store Shoppers."
 - C. "Recreational Shoppers."
 - D. "Walmart Shoppers."

5. **The most important thing a customer needs a sales associate to do is**
 - A. to assist them.
 - B. to leave them alone.
 - C. to influence them to buy things they don't want.
 - D. to promise them a refund.

Customer Service Training Description:

National Professional Certification in Customer Service is an industry-driven and endorsed credential that helps employers distinguish and recognize qualified customer service professionals and help define career advancement opportunities for candidates. By earning the professional certification in customer service, candidates can demonstrate their knowledge and skills in work areas that employer's value, and exhibit commitment to professional growth. The certification was designed to capture the core customer service duties for a broad range of entry-level through first-line supervisory positions across the sales and service industries. The credential is appropriate for anyone interested in obtaining a job or pursuing a career in industries that value customer service skills.

Student will be eligible to take the exam for National Certification.

Modules:

1. Get to Know Your Customer
2. Meet Your Customers' Needs
3. Build a Continuous Relationship
4. Go the Extra Mile
5. Explaining Features and Benefits
6. Providing Personalized Customer Service
7. Explaining Features and Benefits
8. Building the Sale
9. Closing the Sale
10. Completing the Sales Transaction
11. Selling and Promoting Products

Instructional Strategies:

- Lecture
- Skills Demonstration
- Group Activities
- Individual Activities

Methods of Evaluation:

- Quizzes/Exams
- Written Assignments
- Skills Demonstration

This training is conducted using a textbook. The instructor has a teacher's manual for lesson planning and instruction. These will be made available for review upon request.

Class time preparation for National Certification is a minimum of 24 hours. However, additional time may be needed by some students.

Sample Pre and Post Tests are included.

Customer Service Post-Test
Get to Know Your Customer

- 1. One important thing to do when handling upset customers is to**
 - A. never speak to them when they are upset.
 - B. stay calm and listen.
 - C. forget about what they are saying.
 - D. never smile.

- 2. Sometimes when customers are dissatisfied with a service they**
 - A. will tell others about the poor customer service.
 - B. won't damage the store's reputation.
 - C. won't be happy with anyone.
 - D. won't remember the poor customer service.

- 3. The first stage in handling a customer's complaint is**
 - A. to not listen to them and immediately call the manager.
 - B. to listen to the customer.
 - C. to tell the customer that you can't help them.
 - D. to tell the customer to calm down.

- 4. A good phrase to use when listening to an upset customer is**
 - A. "I'm really sorry you are having this problem, how can I make this right?"
 - B. "We all have our problems, get over it!"
 - C. "I can't understand why you are so upset!"
 - D. "It's not my problem, I'm on break!"

- 5. An out-of-control customer is defined as a**
 - A. difficult customer.
 - B. young customer.
 - C. person who is not against the company.
 - D. very nice, calm person.

Customer Service Pre-Test
Meet Your Customers' Needs

1. What is the best way for a sales associate to solve a complex problem?
2. If you give the customer too many alternatives, what will it cause the customer to do?
3. What is the biggest reason why customers don't shop at a store?
4. What are customers called that like to shop for fun?
5. When a customer enters a store, what is the most important thing they want the sales associate to do for them?

Self-Advocacy Training Overview

This training is designed to help students build the knowledge, confidence, and skills needed to advocate for themselves in the workplace. Through interactive lessons and practical activities, students will learn how to recognize their own strengths, communicate their needs, and understand their rights as employees.

By the end of the training, students will be able to:

- Define self-advocacy and explain why it is important in the workplace.
- Identify and practice soft skills that are valuable in any job.
- Complete a self-inventory of personal strengths, talents, and areas for growth.
- Effectively communicate strengths and talents to supervisors and co-workers.
- Understand when and how to disclose a disability to an employer.
- Identify workplace accommodations that support success on the job.
- Demonstrate knowledge of employee rights under the Americans with Disabilities Act (ADA).
- Recognize where and how to find help or support at work.

Course curriculum and a sample Pre-Test and Post-Test are attached. We will also use the assistance of outside speakers who are considered experts in the field of self advocacy.

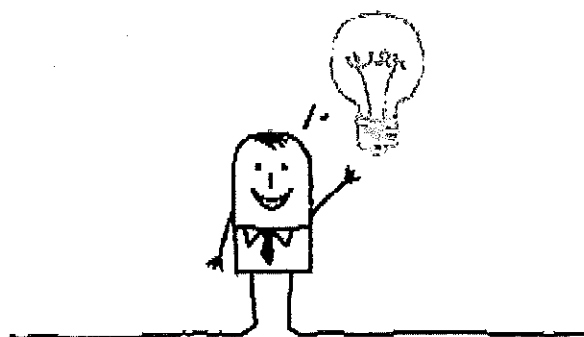
Students will leave the training with a clear understanding of how to advocate for themselves in the workplace, stronger confidence in their abilities, and practical tools to support their long-term career success.

DEVELOPING SELF-ADVOCACY KNOWLEDGE AND SKILLS FOR THE WORKPLACE

A Mini-Course for Adolescents in Transition-to-Work Programs

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Session 3: Self Inventory of Strengths and Talents

Materials

- List of soft and hard skills
- Easel paper (or individual sheets of tablet paper for participants)
- Self-inventory (strengths, talents, previous work experience, job interests)

- Group activity -Soft skills v. hard skills [*Sorting it out*] – Instructor posts two sheets of easel paper, one labeled “soft” and one labeled “hard.” Instructor reads the numbered list of skills provided. Participants can call out whether the skill is soft or hard. Instructor asks participants to explain their answers and then writes the skill on the appropriate sheet. Variation: Participants make two columns (Soft – Hard) on a sheet of paper. As the instructor reads the skills, participants list the number (e.g., #4: Willingness to learn new things) in one of the columns. Participants compare lists when finished.
- Self-reflection* - Participants complete a Personal Inventory, including information about their strengths, talents, previous work experience, and job interests.

•**Note:** * This activity is essential for opening sessions and should be a priority for the session.

Summary

- Briefly recap the content covered. Relate back to overarching theme of self advocacy
- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (*Speaking Up about Yourself*)
- IMPORTANT:** Ask participants to bring their personal inventories to the next session

Resources

- Blogs
 - “Soft versus hard skills” is a common topic on business and training program blogs. A quick search of the Internet yields numerous sites.
- <http://www.careeronestop.org/Toolkit/toolkit.aspx>
 - Comprehensive source for information on career exploration, training, and jobs. Includes information on writing resumes, designing a skills profile, etc. Notable section allows users to enter current or past jobs to find possible career matches. Site is sponsored by the U.S. Department of Labor.



Introduction

This curriculum is offered as a **framework** for guiding students in their development of self-advocacy knowledge and skills. Its content is divided into eight major sessions: Session 1: *Self-Advocacy at Your Job*; Session 2: *Soft Skills – Important Skills to Have at Any Job*; Session 3: *Self Inventory of Strengths and Talents*; Session 4: *Speaking Up About Your Strengths and Talents*; Session 5: *Disclosure of Your Disability*; Session 6: *Accommodations – What You Need to be Successful on the Job*; Session 7: *Your Rights as an Employee – Focus on ADA*; and Session 8: *Finding Help at Work*. Each session includes both academic instruction and related activities, with an emphasis on skills practice.

The sessions are designed to be **one hour in length**, with the assumption that a session is only a portion of students' instructional day. The sessions follow a deliberate sequence, but most can be taught as standalone units. The organization of the individual sessions was planned with an at-a-glance structure and considerable flexibility for instructors. The intent was to be respectful of instructors' time and their knowledge of their students' abilities and level of familiarity regarding self-advocacy in the workplace.

At the end of each session, both students and instructors are asked to complete brief evaluations for each session. As this is the initial version of the curriculum, the information collected will be particularly valuable in informing revisions for a final product.

Session 3: Self Inventory of Strengths and Talents

Review

- Briefly summarize key points from the previous session (*Important Skills to Have at Any Job*)
- Address questions and comments, as time permits

- Identify personal strengths and talents
- Define hard skills and contrast these with soft skills
- Recognize the hard skills required for specific jobs
- Identify soft skills and hard skills related to personal career interests

Key Terms and Concepts

- Strengths
- Talents
- Hard skills
- Soft skills
- Job-specific
- Formal education
- On-the-job training
- Realistic self-assessment

- Hard skills are job-specific skills, knowledge, and abilities. They are usually acquired through formal education programs and training, including training, on-line courses, certificate programs, as well as on-the-job training.
- Examples of hard skills include writing, math skills, computer programming, medical skills, automotive skills, construction, mechanical skills, etc.
- Hard skills are usually listed in job announcements or job descriptions.
- To get and keep a job you need a combination of hard and soft skills.
- It is essential to recognize how your personal strengths and talents relate to your career.
- It is important to be realistic about your career.
- Your strengths and talents and training may not be sufficient for what you see as your ideal job.
- If you can't qualify for your ideal job, you may be qualified for other work related to your ideal job-- what you CAN do. (For example, you can have a strong interest in TV and may want to be a TV reporter, but you do not have all the education and skills needed for that job. You can still work in a related job at the television station, maybe as a clerk or setting up the equipment, etc.)

Session 1: Introduction to Self-Advocacy at Your Job

Activity 1/samples

- Discussion [*What's been your experience?*] - Ask participants if they have been in situations where they needed to speak up: What were the circumstances? What did they do? What happened? How did they feel? If they could do it over again, would they change what they did? What did they learn?

- Participants role play [*Different people/different ways to communicate*] - Instructors prepare envelopes containing various scenarios. Participants break into small groups or pairs (or some participants can be chosen). Participants select an envelope, review the scenario, and determine who will be in the role play and what they will say. Possible scenarios include:

- The boss comes in to talk with you at work. How would you greet him or her?
- Your boyfriend/girlfriend work at the same store as you. How would you say hi to him/her at work?
- The phone rings at work. What would you say to answer it?
- You see your boss at the mall. How would you greet him or her?
- You see your friends at the mall. How would you greet them?

- Discuss with the full group when finished.

- (*Adapted from Skills to Pay the Bills*)

- Instructor role play [*Speaking respectfully and making your request clear*] - 1) Instructor role plays the contrast of speaking respectfully to a boss or supervisor and speaking inappropriately. Ask participants to comment. 2) Likewise, role play the contrast of requests that are unclear/vague and requests that are clear/specific (e.g., "It's not good here. You have to fix it." vs. "It's very noisy in the building and it makes it hard for me to do my work. What can you do to make it easier to hear?"). Ask participants to comment.

- Quick game and discussion [*Sending a message without words*] - On separate small sheets of paper, write down an emotion or attitude (e.g., angry, bored, *that's stupid*, upset, confident, understanding, etc.). Ask for volunteers to pick one of the sheets—without showing it to others—and ONLY use body language (no speaking!) to demonstrate what's written. Explain that they can use facial expressions, body positions, and movements to express themselves. Ask the other participants to guess what messages the actors are sending.

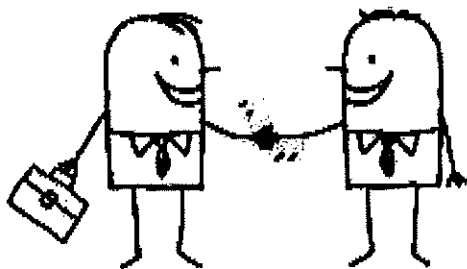
- When finished, discuss with the group the effect body language has when talking to people, especially at a job.

Session 1: Introduction to Self-Advocacy at Your Job

- Briefly recap the content covered
- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (*Important Skills to Have at Any Job*)

Resources

- www.selfadvocacyonline.org
 - Includes short videos of self-advocates and general information about self-advocacy, in easy to understand terms. The site is sponsored by the Research and Training Center for Community Living at the University of Minnesota.
- www.ncwd-youth.info/tip-sheet/becoming-a-self-advocate
 - This is the site of the National Collaborative on Workforce and Disability—for Youth (NCWD), which contains broad array of information regarding preparing youth for transition to adulthood. This link is for one of NCWD's information sheets, *Youth in Action! Becoming a Stronger Self-Advocate*.



Session 1: Introduction to Self-Advocacy at Your Job

Learning Objectives

- Define self-advocacy
- Describe the key components of self-advocacy
- Identify critical communication skills

- Advocate
- Self-advocacy
- Needs versus wants
- Negotiate/negotiating
- Rights
- Responsibilities

Information to Convey

- This is the start of a series on self-advocacy. We will cover lots of information in our sessions that will help you speak up for yourself at your job—and in other parts of your life.
- Self-advocacy is speaking up for yourself.
- There are several steps to successfully advocating for yourself
 - Knowing what you need
 - Asking for what you need
 - Negotiating (working with others to reach an agreement that will meet your needs)
 - Knowing your rights and responsibilities
 - Using resources available to you
- We will be learning about each of these steps in the days ahead.
- Good communication skills are essential for successfully advocating for yourself
 - Respectful
 - Appropriate words, tone, body language
 - Clear (specific)
 - Careful listening
 - Asking questions (when you don't understand or when you need more information)

Materials

- Envelopes containing communication scenarios.
- Small sheets of paper listing an emotion.

Session 2: "Soft Skills" - Important Skills to Have at Any Job

Materials

- Internet access
- Projector and screen

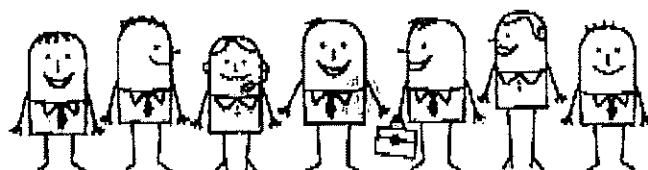
- Discussion [*What do the soft skills look like?*]— Instructor asks participants to give examples of various soft skills at the workplace and why they would be important at a job.
- Video viewing [*Soft skills depicted*] – <https://www.dol.gov/dol/media/webcast/20121015-softskills/>
- The *Skills to Pay the Bills* Curriculum includes video examples of soft skills. Best video clips to view: Soft Skill #2: Enthusiasm & Attitude; Soft Skill #4: Networking; and Soft Skill #6: Professionalism. Discussion should follow after each clip. (The clips are very brief. It may be helpful for participants to view a clip twice.)

Summary

- Briefly recap the content covered. Relate back to overarching theme of self advocacy.
- Ask participants to complete the evaluation form. (Allow time in session.)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (*Self Inventory of Skills & Talents*)

Resource

- <https://www.dol.gov/adept/topics/youth/softskills/>
- The *Skills to Pay the Bills: Mastering Soft Skills for Workplace Success* Curriculum, which was developed by the Office of Disability Employment Policy of the U.S. Department of Labor, is found at this site. The full curriculum can be downloaded. Links for video examples of the soft skills and various related resources are included.



Session 2: "Soft Skills" - Important Skills to Have at Any Job

Review

- Briefly summarize key points from the previous session (*Self Advocacy at Your Job*)
- Address questions and comments, as time permits

- Define and identify "soft skills"
- Recognize the relationships between soft skills, getting a job, being successful at work, and keeping a job

Key Terms and Concepts

- "Soft skills"
- Communication
- Enthusiasm and attitude
- Teamwork
- Networking
- Problem solving and critical thinking
- Professionalism

Information to Give

- "Soft skills refer to the traits, work habits, and attitudes that all workers across all occupations must have to obtain, maintain, and progress in employment." (from *Skills to Pay the Bills*, Office of Disability Employment Policy)
- Soft skills are important for any job and are the skills most often desired by employers.
- You should emphasize these skills and qualities in job interviews and job applications.
- Here are some general categories of soft skills:
 - **Soft skill: Communication** – Someone with this skill communicates well to others and listens or receives information from others well. We need to think of communication in the broadest terms: spoken, and unspoken (body language) ways, as well as written/visual forms. All of the other soft skills depend on having good communication skills.
 - **Soft skill: Enthusiasm & Attitude** – Someone with these qualities is upbeat and eager to work; shows interest in their work and gets the job done; is willing to listen, learn, and try new things; and looks for ways to help others.
 - **Soft skill: Teamwork** – Someone with this skill cooperates with others, works together with others on assignments and projects, contributes ideas to the group and respects differences in opinions.
 - **Soft skill: Networking** – Someone with this skill makes connections with other people to help himself/herself find jobs and build his/her career; talks with friends, family members, and other people about his/her goals and interests.
 - **Soft skill: Problem solving & Critical thinking** – Someone with these skills can identify problems and think of possible ways to solve the problems.
 - **Soft skill: Professionalism** – Someone with this quality demonstrates the other five soft skills combined together, is honest, gets along with others, is flexible and adapts to changes, manages time well, works hard and does their best because they know it's the right thing to do.
- [Information adapted from *Skills to Pay the Bills*]

ACTIVITY: SORTING HARD SKILLS AND SOFT SKILLS

1. Cooperation
2. Spelling and grammar
3. Mechanical skills
4. Team skills
5. Honesty
6. Reading and comprehension
7. Use of case registers
8. High school diploma
9. Manufacturing skills training
10. Communication skills with fellow workers, supervisors, and customers
11. Math
12. Courtesy
13. Motivation to do a good job
14. Adaptability
15. Driver's license
16. Staying with a task until it's finished
17. Use of technology tools
18. Neat personal appearance
19. Willingness to listen
20. Carpentry
21. Problem solving skills
22. Common sense
23. First aid course
24. Being on time
25. Work experience

SELF-INVENTORY WORKSHEET

NAME _____

MY STRENGTHS (Consider your soft skills.)

MY TALENTS (Consider your hard skills.)

MY WORK EXPERIENCE

MY JOB INTERESTS

Session 4: Speaking Up About Your Strengths and Talents

Review

- Briefly summarize key points from the previous session (*Personal Inventory of Strengths and Talents*)
- Address questions and comments, as time permits

Objectives

- Articulating strengths and talents
- Giving and receiving feedback

Key Terms and Concepts

- Preparation
- Self-inventory
- Job description
- Rehearsing
- Feedback
- Constructive criticism

Important to Remember

- For interviews, appointments to talk with an employer, or other important meetings, it is always best to prepare ahead of time.
- Your personal inventory contains valuable information for an employer, but this is not a document that you give to an employer or read to an employer.
- A Self Inventory is a way for you to think about your strengths, talents, and interests and to collect your thoughts.
- You need to use that information to develop a summary.
- You need to pick out the most important qualities and skills to share with an employer. Usually, individuals who are applying for a job or who want to change jobs within their current worksite look at the job description for that position and emphasize the qualities and skills that match the particular position.
- Practicing what you want an employer to know about you—strengths, talents, previous work experience, interests—will help you feel more comfortable and less nervous when you do talk with an employer.
- Be sure to keep in mind all the things your teachers have said to you about speaking, like having good posture, making eye contact, organizing your thoughts before speaking, etc.
- It is helpful to practice with people you trust and to get their feedback. Often the feedback gives you clues as to how you can improve what you're saying.
- When you give feedback to others, it should always be respectful and constructive.

Session 4: Speaking Up About Your Strengths and Talents

Materials

- Paper for participants to develop summaries based on the Self Inventory Feedback Sheet (each participant will need multiple copies to rate peers)

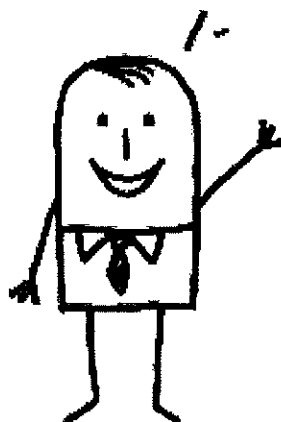
- **Summarizing strengths and talents, etc.** – Participants use the Personal Inventory they completed in the past session to write a summary. Instructor reminds participants that they have to prioritize the most important information.
- **Practice** – Each participant will present his or her personal summary and receive feedback comments from the other participants. Based on the time available and the individuals in the class, the instructor can decide whether participants present to the full group or whether they practice in small groups. After each presentation, the remaining participants will share feedback with the presenter. (Participants can use a worksheet to record their feedback/comments before sharing with the group.)

Summary

- Briefly recap the content covered. Relate back to overarching theme of self advocacy
- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (*Disclosure*)

Resources

- <http://www.wikihow.com/Be-a-Good-Speaker>
- Briefly explains 13 general steps for good speaking. Includes cartoon-like illustrations.



Name of speaker _____

CONSIDER THESE:	Circle the words below that describe the speaker's presentation.		
Voice	too loud	hard to hear	good
Speaking pace	too fast	too slow	good
Posture	needs improvement		good
Eye contact	needs improvement		good
Message/ideas	unorganized	unclear	good
Timing	too long		okay
Attitude	negative/bored		positive/enthusiastic

What did the speaker do well?

How can the speaker improve?

Session 5: Disclosure of Your Disability

Review

- Briefly summarize key points from the previous session (*Speaking Up about Your Strengths and Talents*)
- Address questions and comments, as time permits

- Define disclosure
- Identify advantages to disclosure
- Identify disadvantages to disclosure
- Consider your personal view of disclosing a disability

Key Terms and Concepts

- Disclosure
- Intentional
- Personal decision
- Advantages and disadvantages
- Confidential
- Accommodations (to be covered in detail in the next session)
- Exclusion
- Self-image

Information to Carry

- In general, "disclose" means to tell something or reveal something. When we disclose, we are intentionally providing personal information about ourselves.
- For this session, when we talk about "disclosure," we specifically mean telling or revealing information about our health or disability.
- Disclosing information about a disability is a personal decision—about what and to whom you want to give the information.
- There are advantages and disadvantages to disclosing information about your disability. (Handout included)

Session 5: Disclosure of Your Disability

Materials

- Link to Difficulties of Disabilities Disclosure: <https://sixbyfifteen.org/2015/08/19/difficulties-of-disability-disclosure/>
- Handout of disclosure advantages and disadvantages.
- Reference 8-5 & 8-6 of *The 411 on Disability Disclosure* for discussion ideas.

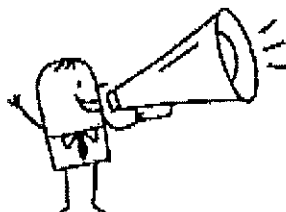
- Read Aloud - Read Emily Ladau's blog outloud on the "Difficulties of Disability Disclosure"
- Discussion - After reviewing the handout listing advantages and disadvantages of disclosure, instructor asks participants about their views (positive or negative) in general.
- Instructor provides examples of situations when participants might choose to disclose. Participants offer pros and cons of disclosing in each situation.
 - Third-party phone call or reference
 - In a letter of application or resume
 - In a cover letter
 - Pre-Interview
 - On the employment application
 - At the interview
 - After he or she has been offered a job
 - During the course of employment
 - Never

Summary

- Briefly recap the content covered. Relate back to overarching theme of self advocacy
- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (*Job Accommodations*)

Resources

- <http://www.ncwd-youth.info/411-on-disability-disclosure>
- This is the Job Accommodations Network, sponsored by the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. It is the premier "Go To" site for information about accommodations.



DISCLOSURE OF YOUR DISABILITY

*Adapted from 411 Disability Disclosure

Advantages

- It allows you to receive reasonable accommodations so that you can work more effectively.
- It provides legal protection against discrimination (as specified in the Americans with Disabilities Act).
- It reduces stress, since protecting a "secret" can take a lot of energy.
- It ensures that you are getting what you need in order to be successful (for example, through an accommodation).
- It can improve your self-image through self-advocacy.
- It increases your comfort level.

Disadvantages

- It could lead to the experience of being excluded.
- It could lead to your being treated differently than others.
- It could bring up conflicting or negative feelings about your self-image.
- It could cause other people to view you as needy, not self-sufficient, or unable to perform as well as your peers.
- It could cause you to be overlooked for a job, team, group, or organization.
- Disclosing personal and sensitive information could be extremely difficult and/or embarrassing.

Session 6: Accommodations - What You Need to be Successful on the Job

Review

- Briefly summarize key points from the previous session (*Disclosure of Your Disability*)
- Address questions and comments, as time permits

- Define accommodations
- Identify accommodations needed for specific jobs
- Communicate with an employer regarding personal accommodations needed

Key Terms and Concepts

- Accommodations
- Environment
- Equal access

Information to Convey

- Previous discussions/sessions focused on how both soft skills and hard skills are needed to be successful on the job. These are important "ingredients" that you are responsible to bring to your job.
- Sometimes a person may have good soft skills and hard skills, but still need some supports to be able to do a job or to do a job well. These supports are called *accommodations*.
- Job accommodations are adjustments made to the environment, the workspace, the building, or the work task.
- A job accommodation allows an individual with a disability to apply for a job, do the job, or enjoy equal access to benefits available to other individuals in the workplace.
- Accommodations are based on an individual's needs to be able to do their job.
- Some accommodations may be simple (e.g., more time to do a task, a picture sequence for the steps of a task) and some may be more complicated and more expensive (e.g., a table with height adjustments for a wheelchair, special computer software).
- There is a special website that can help you identify accommodations that you might need: Job Accommodation Network. The web address is www.askjan.org.

Supplies

- Accommodations Worksheet
- Internet access
- Projector and screen

Session 6: Accommodations - What You Need to be Successful on the Job

Activity Examples

- Discussion – Instructor asks participants about accommodations they may be using currently: How do they help? Are there other supports that they would like to have—and why?
- Information research – Instructor explores the Job Accommodation Network (JAN) website, www.askjan.org with participants. Be sure to examine the section titled *A to Z of Disabilities and Accommodations*. It offers information on accommodations and can be searched by three major categories: disability, related topics, and specific limitations.
- Identifying specific needs – Instructor directs participants to complete the brief *Accommodations Worksheet*. Participants can refer to the Ask JAN website for relevant information.
- Role play [*Talking with an employer about accommodations*] – Instructor pairs up participants to role play talking to an employer about accommodations they may need. Each participant should take a turn to practice. Participants can use the bulleted list at the end of the *Accommodations Worksheet* as a guide for their statements to their employer.

- Briefly recap the content covered. Relate back to overarching theme of self advocacy
- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (*Rights at Work*)

Resources

- www.askjan.org
 - This is the Job Accommodations Network, sponsored by the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. It is the premier "Go To" site for information about accommodations.
- http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.pdf
 - Unit 5 of this 411 Disability Disclosure manual by the National Collaborative on Workforce and Disability for Youth (NCWD) focuses on accommodations.



ACCOMMODATIONS WORKSHEET

Name _____

How does my disability show itself? What does it look like?

What job am I working at or interested in?

What accommodations/help do I need in this job?

ASKING FOR ACCOMMODATIONS

When you talk with your employer to ask for accommodations, you should

- Introduce yourself
- Share some of your strengths and job-related talents
- State your disability and difficulties you are having with your job
- Explain what you do to accommodate your disability
- Ask for specific accommodations
- Thank your employer for talking with you

{Adapted from Stepping Forward – Connecticut Parent Advocacy Center}

Session 7: Your Rights as an Employee – Focus on the ADA

Review

- Briefly summarize key points from the previous session (*What You Need to Be Successful on the Job*)
- Address questions and comments, as time permits

Information to Convey

- Define discrimination
- Describe the employment rights under the Americans with Disabilities Act for an individual with a disability
- Recognize the responsibilities of an individual with a disability according to ADA
- Recognize situations in which the rights of an individual with a disability are being denied or negatively affected in the workplace

Key Terms and Concepts

- Discrimination
- Americans with Disabilities Act (ADA)
- Federal law
- Equal opportunity
- Access
- Rights and responsibilities
- Reasonable accommodations
- Undue burden/Undue hardship
- Violate/violation

Information to Convey

- We know that it is wrong to discriminate against people because of their race, color, religion, sex, age, disability, or where they were born. In the United States there are laws against discrimination.
- The Americans with Disabilities Act (ADA) is perhaps the most important federal law regarding the rights of individuals with disabilities.
- The ADA is considered an "equal opportunity" law for people with disabilities and prohibits discrimination in many aspects of daily life, for example as in access to public facilities and transportation.
- Regarding employment and the workplace, the ADA makes it unlawful to discriminate against individuals in key practices: recruitment, hiring/firing, training, assignments, pay, benefits, leave, etc.
- Under the ADA, individuals with disabilities who are attempting to get a job or who are employees already also have certain responsibilities: a) They must be qualified to do the job; b) They must disclose their disability (self identify) to the employer if they intend to request accommodations; c) They must ask an employer to provide the needed accommodations that are not currently available to them.
- Under the ADA, an employer has to provide accommodations that are considered "reasonable" and do not cause "undue burden" for the employer.
- A "reasonable accommodation" may be any change or adjustment to a job, the work environment, or the way work is done that allows a qualified person with a disability to perform the essential functions of a job or to receive the benefits and privileges of employment, which are available to employees without a disability. This is equal access.
- Under ADA, the accommodation must be appropriate, but may not be exactly what the individual with a disability wants.
- "Undue burden" or "undue hardship" generally means that the change would be extremely difficult to make, so would disrupt the business and/or would be extremely expensive.

Session 7: Your Rights as an Employee – Focus on the ADA

Materials

- None needed.

Activity Examples

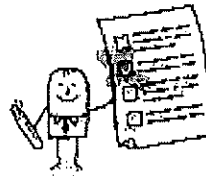
- Discussion [*Would the ADA support doing this?*]- Instructor presents scenarios and asks participants to indicate whether or not the actions are supported by the ADA—and why. This can be full group activity or participants can discuss these in pairs or small groups.
- Jose applies for job at library checking returned books for damage before they are placed back on the shelves. Last year, Jose worked at a different library doing the same job and earned the "Worker of the Month" award several times. Jose is deaf and wears hearing aids, but he can speak and can understand speech when someone is directly facing him. The interviewer tells Jose that he's sorry but they can't hire him. The interviewer says that others will have difficulty communicating with him because of his hearing loss. *[Answer: This is a clear violation of ADA. Jose is qualified. The interviewer is discriminating against Jose because of his disability.]*
- Eva works at a lab in the hospital. She has cerebral palsy and uses a wheelchair. Eva takes the bus to work because she doesn't have a car. She learned that there has been a change in the bus schedule and the bus that has a wheelchair lift will be coming an hour later. Eva will ask her supervisor to let her start work an hour later. *[Answer: Eva has the right to request this accommodation. Her employer will likely honor it because it is a reasonable accommodation and does not disrupt work. If the employer does not honor it, filing an ADA claim is appropriate.]*
- Tran works at the reception desk for a small business. He has a spinal disorder and needs a chair with special back support. He likes a particular brand of adjustable chairs that have other convenient features like cup holders and side pockets. He asked his employer to purchase a chair that can support his back and gave his boss information about the brand that has the cup holders and pockets. His employer bought an adjustable chair from another company. The chair does not have cup holders or pockets. *[Answer: Although the chair that the employer purchased is not exactly what Tran requested, it is an appropriate accommodation because it does provide the back support needed for Tran to do his job effectively.]*
- Ashleigh is applying for a position as an office clerk. Her resume indicates that she has worked as an office clerk at another business for two years. She voluntarily tells the employer at the new site that she has an intellectual disability and will need to have a daily written list of tasks she is responsible for, or some type of assistive technology device that can remind her what needs to be done. The employer said that he could have one of the managers send an email list to her on her cellphone each work day. *[Answer: This is a very appropriate accommodation.]*
- Add other scenarios to the discussion, as time permits. The content for this session is majority of the session.

Summary

- Briefly recap the content covered. Relate back to overarching theme of self advocacy
- Ask participants to complete the evaluation form (Allow time in session)
- If time permits, ask participants to share comments—based on their evaluation comments or other thoughts
- Inform participants of the upcoming topic (*Finding Help at Work*)

Resources

- <http://askjan.org/links/adalinks.htm>
- This is the Job Accommodations Network, sponsored by the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. This specific link is to their ADA library, a comprehensive source of information on the ADA.
- http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.pdf
- Unit 4 of this *411 Disability Disclosure* manual by the National Collaborative on Workforce and Disability for Youth (NCWD) focuses on ADA rights and responsibilities.



Session 8: Finding Help at Work

Review

- Briefly summarize key points from the previous session (*Your Rights as an Employee*)
- Address questions and comments, as time permits

Learning Objectives

- Understand the role of a self-advocate as it relates to seeking help at work
- Recognize the different types of support available at work
- Know when and where to seek advocacy support for workplace rights
- Know what to do in case of experiencing discrimination at work

Key Terms and Concepts

- Natural supports
- Job coach
- Advocates
- Legal support
- Human Resources Department
- Charge of discrimination
- Equal Employment Opportunity Commission (EEOC)

Materials

- None needed.

Pre/Post-Test

Name: _____ Date: _____

1. How should you introduce yourself to a professional person you do not know?
 - a. Say "hello"
 - b. Shake hands
 - c. Say "my name is ____"
 - d. All the above
2. Self-awareness means?
 - a. To be informed about yourself
 - b. To be able to tell people about yourself
 - c. To be aware of where you live
 - d. To be aware of your school
3. Self-advocacy means?
 - a. Being able to tell people who you are
 - b. Being able to speak up for you needs/ideas
 - c. Being able to talk about yourself in a crowd
 - d. Being able to express your opinion
4. Attitude is the most important factor in getting a job
 - a. True
 - b. False
5. When do you leave parts of a job application blank?
 - a. You don't know the answer
 - b. You don't have information to include (e.g. you don't have job experience)
 - c. You don't leave any parts blank
 - d. You don't know how to spell something
6. When completing a job application you must
 - a. Check and edit for spelling
 - b. Use a pen or computer to complete it
 - c. Print
 - d. All the above
7. Self-disclosure in the workplace means?
 - a. Telling your boss you needed work schedule and salary requirements
 - b. Telling your boss about your living situation
 - c. Telling your boss about your disability and needed accommodations
 - d. Telling your boss about your family
8. Do you have the same rights in college or the workplace that you have in high school?
 - a. Yes
 - b. No
 - c. I don't know
9. List 3 positive work behaviors

1. _____
2. _____
3. _____

Postsecondary Training Overview

The Postsecondary Training component helps students and families explore future education and training opportunities that lead to meaningful careers. This service provides guidance on pathways after high school, expanding access to 21st-century jobs and improving long-term employment outcomes.

By the end of this training, students will be able to:

- Identify a variety of postsecondary pathways, including college, technical training, apprenticeships, and on-the-job learning.
- Understand academic requirements and course offerings related to career goals.
- Explore career options and the training or education needed to succeed in those fields.
- Use career planning tools (such as O*Net OnLine) to connect education with occupational choices.
- Recognize local and virtual resources available to support their career development.

Training activities will include information sessions that provide an overview of course offerings, graduation requirements, and college or training prerequisites. Students will explore career and training connections by linking specific career fields to technical programs, college pathways, or apprenticeships. A guest speaker series will feature representatives from local colleges, technical schools, apprenticeship programs, and industry to share real-world insights. In addition, students will participate in Virtual Reality Career Exploration demonstrations to experience career pathways and related postsecondary programs firsthand. Finally, guided use of O*Net OnLine tools will help students align their personal interests and strengths with education and training opportunities that support their long-term career goals. A sample Pre-Test and Post-Test are attached.

Students will leave with a clear understanding of postsecondary options, the academic requirements needed to pursue them, and practical resources to guide career and education planning. Families will also gain knowledge to better support students in making informed decisions about their future.

Counseling on Postsecondary and Training Opportunities Pre-Test

Student Name: _____ Date: _____

1. What kind of job would you like to try one day?
2. What do you think you will need to learn for that job?
3. Where would you go if you wanted to learn more about jobs or training?

Counseling on Postsecondary and Training Opportunities Post-Test

1. What are three choices people have after high school?
2. What job or career are you most interested in right now?
3. What kind of training or school do you need for that job?

Work-Based Learning Training Overview

The Work-Based Learning Experience gives students the opportunity to connect classroom learning with real-world job settings. By participating in structured, hands-on activities, students will explore different career paths, build foundational workplace skills, and gain confidence in their ability to succeed in future employment.

Training Activities will include:

1. Job Shadowing – Students observe employees in real workplaces to learn about job responsibilities, workplace expectations, and career opportunities.
2. Skill-Based Rotations – Hands-on experiences where students practice entry-level tasks and develop transferable skills across different job areas.
3. Supervisor Feedback – On-site supervisors provide coaching and constructive feedback to help students strengthen their workplace readiness skills.
4. Reflection Activities – Guided discussions and journaling activities encourage students to think about what they learned, what they enjoyed, and how experiences connect to their future goals.
5. Resume-Building Supports – Students document their experiences and skills gained to create or update resumes and practice sharing their work history in job interviews.

By completing the Work-Based Learning Experience, students will gain practical knowledge of workplace environments, develop essential job skills, and strengthen their ability to communicate their talents to future employers. These experiences help students prepare for long-term success in both employment and post secondary opportunities.

Attached is a sample Pre-Test and Post-Test for the Work Based Learning Experience.

Work-Based Learning Pre-Test

Student Name: _____

Date: _____

Work-Based Learning Facility: _____

1. Have you ever been to a job site or shadowed someone at work? Yes/No (circle one)

2. Name one skill you think is important for doing well at work.

3. How confident do you feel about trying a new job task for the first time?
Not confident / Somewhat confident / Very confident (circle one)

4. What would you like to learn or try during this work experience?

Work-Based Learning Post-Test

Student Name: _____

Date: _____

Work-Based Learning Facility: _____

1. What job(s) or tasks did you get to see or try during this experience?
2. Name two skills you practiced or improved during your work-based learning.
3. How confident do you feel now about trying new job tasks?

Not confident / Somewhat confident / Very confident (circle one)